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# MINNESOTA LIBRARIES

University of Michigan  
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## SCHOOL LIBRARIES

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## Why Read?

One of our teacher friends wrote us recently. Among other things his letter said, "At our school we have Shakespeare's plays on records. We can't get our boys and girls to read them any more."

That set us to thinking. We had always assumed that everyone liked to read if only for entertainment's sake. We were sure that everyone had to read, simply to learn the things that go to make up our day-to-day lives—whether it's how to run a store, or how to put up a TV antenna, or how to make an outdoor fireplace. We had thought that, sooner or later, everyone has to go to the library to look something up.

We did a little checking and found, among other things, that Michigan State College thought it necessary to tell each of its freshmen: "Since about 85 per cent of all study activity depends on reading, it is undoubtedly your most important means of learning in college." Apparently, some boys and girls can get as far as college and still not realize the importance of reading.

We tried to imagine what it would be like at General Electric if no one did any reading. We can design a machine to operate by a record-play-back that "tells" it what to do, but we don't envision a machine that can read our mail or reports.

The more we thought about it, the more we realized how important reading is. We put some of our thinking on paper. Here it is.

Everybody reads for learning or entertainment. That's not a startling statement, but it is a basic, enduring truth.

From our experience at General Electric we know how much we depend on reading. In a sense our Company is like a school or college. Working at a job is a continuous process of learning. New things happen every day. New products are developed, new sales fields are opened up, better ways of doing a job are discovered. To us, reading is the most important means of learning.

Scientists in all free parts of the world exchange information because they know that co-operatively they can move along their researches faster. Salesmen need advance information about what design engineers are dreaming up. Financial men read statements about new tax policies so they can forecast their effect on company business. Employee relations men need to know the

newest thoughts on benefit plans and retirement age. Plant managers must keep up with their company's policy.

Most of this information is obtained by reading and by digesting what has been read. It's no good to be off base a yard when a printed message is taking place of oral instruction.

This is reading for learning—not entertainment—but the fact is that many men find themselves so interested in the things they have to read that they forget the whodunit or adventure story they might otherwise have picked up.

Industry, to survive today, is quite aware that performance is the criterion of the individual's worth. Never in the history of industry has "marrying the boss's daughter" been of so little personal value as it is now. Or belonging to the right lodge or golf club.

To build a hard-hitting team, industry places responsibility upon key personnel. The men and women of this group are moving constantly toward more exacting (and exciting) positions. These are the people—believe us—who can read and speak and write concisely, clearly, interestingly. Absorption of knowledge through reading comes first.

We were talking in the office the other noon about the late A. R. Smith. A few of us remembered him vaguely as a man who wore a black derby and who was one of the world's foremost steam-turbine authorities. Unlike most of his fellow-engineers, he had no college education. His "college" was a course of study with a correspondence school. For him, 100 per cent of his study activity depended on reading.

We do not believe that men of narrow learning have the understanding to bring along their successors. In fact, without a grasp of their company's purposes and obligations, they cannot understand its place in the vast pattern of national life. A man's mind is his eyes to see ahead.

Your teacher, we think, will confirm the following belief. Reading is variety itself. No one author, no one magazine's editorial staff has a corner on interpretation or final truth. All ideas are in transition especially in America, and by wide reading you are having the fun of accepting and rejecting and putting two and two together. You experience the luxury of becoming a thinker

instead of a yes man. Such were the industrial pioneers 100 years ago who read in one of our most important technical magazines that there wasn't much of a future for electricity, yet who went ahead to establish the electrical age.

Another real dividend paid the reading man is his growing ability to take part in business or social discussion. Although the purpose of reading is not to show off in conversation, the reader is "in the know" and can listen wisely and speak his own piece to advantage. Often the strong, silent man—on the other hand—is a still water not running very deep.

If we want to know, in our spare time, how to bind a book, how to identify evergreen trees, how to mix up and bake a cheesecake, how to build a summer home, we go to the library.

Whether we are technical or business men, we are eager to keep up with published knowledge on many subjects: new alloys for jet engines, legislation on taxes, color television, social security—the list is endless. We are so close to the challenging demands of these years of technical progress and worldly unrest that we must keep our minds in high gear.

Yet we are aware that there are people who can't be communicated to, except through the medium of pictures. If we sound cranky, it's because we ourselves are not immortal; we just want to make doubly sure that every high school boy and girl in America, who will move into our positions, will be mentally prepared to absorb our contributions, build on them, and thereby keep our American system intact.

In the flood of school and college graduates coming to industry for jobs we are not looking for bookworms. We don't want you to stick up your noses at the tribulations of the Dodgers, "doing-it-yourself," and the other non-reading pursuits that make for a happy human life; but—what do you know?

Do you know your American history? If you know that a communal economic system was established in the early years at both Plymouth Colony and Jamestown, do you know why that system burst at the seams? Was Florida one of the thirteen original colonies?

Are you a little ashamed of your brother American when he can't give a TV quiz-master the name of a single member of the

President's cabinet? Don't put down the empty look on the victim's face solely as stagefright!

Ignorance is the father of apathy. If you expect to love the children that will be yours tomorrow, you had better heed a statement like this: "In a world that has seen Socialism, in some degree, spread throughout nearly all the major nations, America cannot permit her young people to take their blessings for granted and become indifferent to how those blessings have been made possible. The indifference or apathy that stems from ignorance causes young people to have little if any interest in defending our basic American principles which are under attack."

The leaders of peoples who would destroy us tell the masses to read—the party line. Here, we are free to read even the words, the arguments of our enemies. In fact, in America, the book or pamphlet your local library does not have is still obtainable; your librarian knows how to bring you almost any book catalogued in any library anywhere.

Why are there adults living in these exciting times who are uninformed about things that affect all our lives? Mainly, they do not read.

Why are there still a few young Americans in our schools who do not know the score? Same answer.

Is reading a bitter medicine that you have to get used to? You answer that one. We are prejudiced!

Why read? Almost all that is worth knowing is in words. It takes an easy familiarity with reading and a tremendous appetite for recorded knowledge—past and present—to keep in step with these fast-moving times.

Our high school English teacher used to say to us: "We are what we read." Later, an annoyed college instructor said, as we struggled over a long passage: "It's painfully true that the way not to become a fat-head is to fatten the mind."

These were hard words, but in them was an elementary truth: If you liken your mind to a container, it is the only one we know of that the more you cram into it the more it can hold.

Your English teacher knows how to make you a better reader. With your co-opera-

(Continued on page 361)

# The Elementary School Library Contributes to Pupil Needs

MARGARET BESTE\*

*Librarian, Mounds View High School*

The central library of the modern elementary school, equipped and staffed to provide good service, is meeting the needs of both teachers and pupils: for the teachers it serves as a ready source of instructional materials and professional literature; for the children it provides opportunities to develop desirable attitudes toward reading and studying, to satisfy interests and hobbies, and to aid them in becoming aware of all libraries as sources of information and as institutions of continuing educational and cultural life.

## The Reading Program

Growth and enjoyment of reading are educational objectives toward which every phase of library work is directed. Reading success is necessary for success in school, and practice in reading is as important in developing reading ability as in building other skills.

To grow in this cumulative, complex process of reading, the child needs a wide variety of reading experiences. It is not only slow readers who gain in speed and comprehension as they add book after book to their achievements; average and above average youngsters who, for some reason, have become indifferent to books or show little desire for further acquaintance with them, can be stimulated by the library to measure up to their maximum capacity for reading. The librarian's most important task is to see that children get the right books at the right time. The "right book," in this connection, may mean any book with contents suited to the particular child's interest and a vocabulary suited to his reading ability, but it may also mean a volume of poetry, a book on space travel, or a stimulating scientific biography written primarily for high school readers.

It is one of the elementary school librarian's jobs to see that each child's reading is progressive in quality and this should be done by using methods that are persuasive

rather than imperative and indirect rather than direct. It must be recognized that the school elementary library is able to provide for individual differences only when the book collection includes a wide variety of titles on many subjects and books that vary greatly in reading difficulty and in appeal.

Intelligent and imaginative book selection is at the heart of work with remedial readers. Because the interest levels of these children are apt to be far above their reading levels, it is a challenge to librarians to find books that they will like, with vocabularies that they can master and comprehend. It is a matter of offering, suggesting, recommending, persuading, and, ideally, of leading the child to feel that the selection is wholly his own. Whatever the approach with the child, none will work unless the librarian has an understanding of the child and a broad knowledge of books.

The variety of interests that can be satisfied through books is legion. Some of these interests will grow directly from the subjects being studied, but others will have their roots in the children's experiences outside of school. Children delight in sharing their reading experiences with each other. Round table discussions and quiz programs can help to spark interest in reading. Wherever the interests come from, reading about them can be a joy.

"Children need an environment of attractive books from the beginning; and it is one of the first duties of the school to see that this environment is provided."<sup>1</sup> It follows that the school must be in a position to furnish this environment if it is to serve adequately the needs of the children entrusted to its charge. "When the child enters the school (and indeed earlier) he needs a store of books on which he may at all times draw, books suitable to his age and development, in which he may follow up and enlarge his own interests, and enrich and

\*Adapted from a paper written by Miss Beste while she was doing graduate work at the Library School, University of Minnesota. R.E.

<sup>1</sup>*School Libraries Today*, Second edition of *School Libraries in Post-War Reconstruction*, the Joint Report of a Panel of the School Library Association and the School Libraries Section of the Library Association—1945. Gordon Square, Gordon House: School Library Association, 1950, p. 2.



illumine his growing consciousness of the world around him; and as he grows so will the range on which he will draw widen."<sup>2</sup> This demands the presence of a library in the school.

### Integration

While the importance of the school library's contribution to the reading program cannot be over-estimated, it is also true that there is great need for more emphasis on the integration of library and classroom work at all levels. When the textbook ceased to hold first place in the type of learning provided by the elementary school, the modern elementary school library idea came into being. Unquestionably, one of its major purposes is to provide teachers with books and other teaching materials at the time they are needed. The best library service is achieved only when classroom teachers and school librarians learn to share their knowledge and understanding of pupils, books, and objectives.

Library service to pupils is provided through two main procedures—books going to the classroom and pupils coming to the library, either in groups or as individuals. Such service necessitates a central library which is stocked with a well-selected collection of books and related materials suited to the curriculum of the school, and appropriately organized so that they may be located quickly when needed. It is only with the employment of a competent librarian, trained both as a teacher and a school librarian, that good school library service begins.

Mobile classroom collections are needed by all teachers in the elementary grades, but to be educationally effective and economical the books need to be organized in the central library, selected for the classroom in terms of children's reading ability and of the unit being taught, and returned to the library when the need for them is over. Conversely, permanent classroom collections (misnamed classroom libraries) are not capable of providing a wide choice of reading materials suitable to the needs of individual children. The duplication that is necessary, even for small classroom collections in small schools, is expensive, and the lack of central organization, which makes the books in one room

lost to all the teachers and pupils in the rest of the school, is even more costly.

### Guidance

The entire school staff must consider the unique contributions of the library in helping individuals to grow socially, in providing for individual differences as well as for various maturation levels, in meeting immediate needs and interests, in building continuous interests, in expanding concepts and using them as bases for new meanings, and in developing critical thinking along with scientific attitudes.

When children come to the library, it is important for them to know how to use its resources. It is necessary for them to be able not only to use the card catalog and locate reference tools but also to recognize the need for evaluating the information they find. Lessons in research should start with simple exercises in the collection and comparison of materials, including picture illustrations and simple statistics.

"But it is in this very searching out of materials that pupils gain considerable satisfaction and increasingly greater skill in evaluating essentials. It is at this point that teaching the use of books and libraries to pupils becomes truly functional and logical. The child who has learned in school to plan what he needs, who has learned how to plan his time to go to the place where it can be found, and to get what he planned to get, may much more readily as an adult be willing to plan time to use the resources of his community and to know how to derive maximum pleasure and profit from them."<sup>3</sup>

Intellectual growth must be accompanied by acceptable and pleasing growth in personal and social traits. While it is desirable to give every boy and girl a love of reading, it is also true that there are a variety of other reasons why children are encouraged to read. Helping each boy or girl to grow according to his particular abilities, interests, and needs is one of the fundamental concepts of the modern educational program. Each child's reading must satisfy his basic needs, and one of the needs common to all children is the desire for new experiences, many of which can be gained vicariously by living with characters in books. Just to learn that other people have faced problems

<sup>2</sup>Ibid.

<sup>3</sup>Goslin, W. E. & Gilchrist, R. S. *The Library in Today's School in Henne and others, eds. Youth Communication and School Libraries.* Chic. American Library Association, 1949, p144.

identical with their own has provided comfort and assurance to many. The vicarious experience also can help sensitize children to the actual experiences and problems of other children. In this way the library plays an important role, especially in the orientation and adjustment of many non-English speaking pupils who are coming into our schools.

Everyone wants to be "a part of the group," as the saying goes, yet he also wants to be recognized as an independent personality. For the child to develop independence necessarily means the development of self-confidence and assurance in his own ability. Learning to use books as simple reference tools for the improvement of such hobbies as the making of airplane models, collecting stamps, or watching birds is a contribution to such independence. It is satisfying beyond words to watch a child who once clamored boisterously for attention, or withdrew timorously into his shell, gradually grow in self-confidence, self respect, and appreciation of social values. Few people would underestimate the need for learning to work and play with others, or for learning to be a good member of the family group. Whether the child has talent or is greatly lacking in it, whether his background is meager or rich, whether he is courageous and self-reliant or timid and full of fear, there are books to use in encouraging him to grow in these directions.

Whether or not the elementary school library makes a major contribution to the educational objectives of the school depends in large measure on the librarian. Unfortunately some people (who ought to know better) are still thinking of libraries as collections of books, forgetting that the library without the librarian is just as unable to

come to life as the classroom without the teacher.

Although it has been said before, it should be remembered that the school librarian is primarily a teacher, even though her methods are not identical with those of the classroom teacher. Providing library service means working with people through books and other resources. To render this service the school must have a well-prepared librarian who has a broad knowledge of books, library organization and administration, the total elementary school program, and child growth and development. A warm personality (her personality is the thermostat that controls the library atmosphere), a genuine interest in children, and willingness to grow on the job are necessary personal requirements for effective librarianship.

The librarian makes the resources of the library readily available to pupils and teachers. She promotes the effective use of the library through individual and group guidance and instruction. Her awareness of the activities of the pupils and teachers in relation to library resources makes it possible for the librarian to carry on a program that is an integral part of the school. She serves constantly as a materials consultant and as a resource person to groups undertaking new units or to groups studying the results of their work. Her work takes her into the classrooms. She is ever alert to the needs of different types of learning materials and how to secure them.

The idea that it is the birthright of all children to have access to books, books for fun and inspiration and books to grow on, has been accepted generally by adults who work with children. Is it not time that we also accept the child's right to have guidance in the selection and use of those books?

# Isabel McLaughlin

ADELAIDE C. ROOD

*Former Branch Librarian, Sumner Branch, Minneapolis Public Library*

Every child who comes in contact with the Minneapolis Public Library through the branches and school stations or through the Central children's room is richer because Isabel McLaughlin has spent many happy, constructive years in working with children and children's literature in those libraries. That ill health has caused her recent retirement from the active scene, is a great loss, not only to these children but to their parents, their teachers and to all her professional associates with whom she worked and to whom she was a constant source of inspiration.

Miss McLaughlin graduated from the University of Minnesota in 1916 with a major in English and a sound knowledge of history, social sciences and psychology. She tried her hand first at social work, then took a flyer as a library substitute. She was assigned for a short time to Sumner Branch Library. The next year she enrolled in the second of the Minneapolis Public Library's early training classes. Miss Lura Hutchinson, later so successful as director of the University of Minnesota Library School, was in charge of these classes. Following that year of study Miss McLaughlin was appointed children's librarian at the Sumner Branch. After three years of intensive, interesting work with these children of foreign born parents she was made branch librarian of the Seward Branch Library. The stories of this library, housed in a portable, built on the school grounds, which did the work of the school by day and was open evenings for the use of the neighborhood when the school was closed, are worthy of the pen of a Myra Kelly. They are funny and they are tragic. They are the stories that are often more interesting for librarians to relate than to take as part of a day's work. Two and a half years later Miss McLaughlin returned to Sumner as children's librarian and first assistant. In that library, with but two other intervals, one to go to Columbia University in 1929-30 for advanced study and another to work in Chicago with Miss Zaidee Vosper on the ALA Booklist, she remained until 1938.

In 1938 she was made head of the school

department of the Minneapolis Public Library and the following year was appointed as director of work with children with 19 stations and 23 branches under her direct supervision. In this greatly widened area of responsibility, Miss McLaughlin's enthusiasm and her unwavering insistence on high standards have been a factor in shaping the reading habits of thousands of Minneapolis young people. Her courageous convictions in the professional evaluation of books written for children have left their stamp not only on the Minneapolis collection of children's literature but on the state and national fields as well.

She is a valued member of the ALA Division of Libraries for Children and Young People, having served on various committees and as a director on its Executive Board. Most recently, she participated in the Division's planning for the Minneapolis Conference in June 1954. She has been a member of the group which selects books to be included in the Wilson Children's Catalog. Twice the Chairman of the Children's, School and Young People's Section of the Minnesota Library Association, she has been active in the State's program also. The memorable Story-telling Institute held in Minneapolis a few years ago came as a result of her efforts.

Isabel McLaughlin has made many lasting contributions to the field of library methods and procedures. Her advice and counsel have made for balance and stability. Her eagerness to develop the younger people with whom she shared her work is evident in children's rooms all over the State. She taught courses in Reading Guidance for children at the University of Minnesota. She has given unstintingly of her time to all those organizations that have asked her to write for them or to talk with them about books which pertained to their children. She has served on countless local committees which were concerned with the welfare of children and young people. She was on the Board of the Toy Lending Council of Minneapolis for three years. No task has daunted her. Through it all, her great contribution has been that she has never lost



sight of the fact that the children of today become the adults of tomorrow. She believed that the care with which they are guided through their first years of reading and the vision which may come to them in their first contacts with ideas from the printed page may become that larger vision that enables them to carry civilization toward higher goals.

From a home where courtesy, consideration for others and great gentleness were equalled only by a completely democratic outlook, she brought to her chosen vocation a rare understanding of people and a passionate regard for individuals as such. Her influence on the several thousand children who were her enthusiastic patrons during her many years at Sumner Library can never be reckoned in words. To her each child was a person to be given attention and respect. In response they gave her a lasting loyalty we have seldom seen duplicated. To them through the well ordered program, came a sense of their own worth. In them, at the same time was engendered a feeling of responsibility toward libraries and a deep regard for books and library service. The half dozen clubs, originating in the children's room, ostensibly for helping with the work and the extra curricular activities of that department, have their representatives scattered all over the country. We venture

to say that they look back on those years under Miss McLaughlin's guidance, as some of the happiest of their lives, years when they learned painlessly not only high standards of reading and of conduct, but also years when they absorbed ideas of gracious living that have had a marked bearing on their adult lives.

On the personal side, her friends know her as a charming hostess, a gay companion and an enthusiastic traveller. Her indefatigable interest in the outdoors had led them hiking, skating, on winter and summer picnics, always, we might add, with bonfires, and on memorable week-ends in the North woods. Her trips abroad and her travels in this country have been delightful experiences, usually shared with close friends. Miss McLaughlin's genius for friendship is equalled by few people. Where there is illness or sorrow, she is there. Where there is happiness, she, too rejoices and where there are honors being given she is aware of them and adds her plaudits.

That her retirement has come years before it could have been expected is a loss, but her library friends are looking forward to the time when with strength regained, she may once more be a part of the professional thinking of the library world with her voice and with her pen.

## Why Read?

(Continued from page 356)

tion, he will help you develop good reading habits. He will open up some everlastingly long avenues of fun and profit. One day

you will be grateful for his help and pleased that you had good-enough sense to consult him. You can solve almost any problem if you know how to read it.

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# A Current Look at Minnesota School Libraries

RUTH ERSTED

*State Supervisor of School Libraries*

Relatively recent developments in the philosophy of school library evaluation emphasize the desirability of using procedures that measure the effectiveness of the library's contribution to the objectives of the school and the need for evaluating the library as an integral part of the total school program. But desirable as it is to use qualitative measurements, we have still not reached the stage of development in either schools or school libraries where quantitative standards can be abandoned.

In publishing statistics for Minnesota school libraries on a selected list of items taken from the annual school library reports for 1953-54, we are fully aware that such information does not provide more than a limited picture of the libraries and their services. Improved understanding of the library's potential contribution to the educational services of the school, wider participation of teachers in the library program, a large increase in the use of the library as a laboratory, more discriminating book selection, the growth of elementary libraries, greater interest in professional organizations — none of these items can be measured by available statistics and yet anyone familiar with what is going on in Minnesota's school libraries today knows that there are improvements in all of these areas.

In using the statistics published here it should be remembered that they represent means rather than ends. While it is interesting to know, for instance, that a certain library is far above average for the group in the amount spent per pupil for books, it is of little real significance except as an indication that the librarian has a reasonable amount of money to use in buying books that will help boys and girls grow into mature adults.

School librarians are urged to familiarize themselves with the more recent evaluation tools and with some of the literature on the subject. In schools belonging to the North Central Association, the faculty will be familiar with the *Evaluative Criteria*, published by the Cooperative Study of Secondary School Standards. The Illinois program is described in several of the bulletins listed

in the bibliography. Other evaluation tools include *A Planning Guide for the High School Library* published by the American Library Association, and the recent *Self Survey Form for Elementary and Secondary Schools*, prepared and issued by the State of Minnesota, Department of Education, May 1954. The articles by Henne and Hayes provide excellent coverage of both the historical and the current information in this field.

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Henne, Frances, et al.: *A Planning Guide for the High School Library Program*. Chicago, American Library Association, 1951.

Illinois Secondary School Curriculum Program: *In What Respects Should We Strengthen Our School Library Program?* (Consensus Study No. 6, Inventory B) Springfield, Ill., Office of the State Superintendent of Public Instruction, 1951.

Illinois Secondary School Curriculum Program: *What Do You Think About Our School Library Program?* (Consensus Study No. 6, Inventory A) Springfield, Ill., Office of the State Superintendent of Public Instruction, 1951.

## Statistics

A comparison of the Minnesota school library statistics for 1953-54 with those published for 1951-52 reveals several upward trends in service and expenditure, and a number of changes primarily due to the

general increase in school enrollments and the program of school reorganization.

In the first group of schools, where enrollments are under 200, the districts decreased in the three year period from 89 to 57. This represents a loss of about seven thousand pupils. Eighteen of these districts have elementary schools with either six or eight grades, 14 of them have ungraded elementary schools in connection with four year high schools, and two others have graded elementary schools but only high school departments.

The average expenditure per pupil for books was raised from 88c to \$1.20. In 1953-54, seventeen out of the 57 schools met the present book expenditure standard of \$1.50 per pupil, while only four met this standard three years ago. One school spent an average of \$3.16 per pupil last year. Since the schools in this group are the smallest ones, in which the librarians are not required at present to meet any library certification standards, it might be expected that the number of teachers with some library preparation would have dropped considerably, but the current figures show seventeen people with training, two of whom have minor, as compared with a total of twenty-one for the earlier period.

In the next group of schools, those with enrollments of 200 to 499, the total number of districts, 216, remained the same. Book expenditures rose from \$63,740 to \$94,498, the latter figure producing an average of \$1.25 per pupil, which represents an increase of 39c during the three year period. In 1951 only 17 schools met the book expenditure standards, while 61 met them in 1954; 56 schools spent from \$1.00 to \$1.49 per pupil, as compared with the more recent figure of 88. In 1951 32 schools spent less than 50c per pupil for books, while 9 fell this low in 1954. One hundred and sixteen librarians had some training as against 92 in 1951. There is also an encouraging upswing in the number of schools providing the librarian with more time, 62 having at least half a day as compared with the earlier figure of 47.

In 1951, one hundred and five schools had enrollments between 500 and 999, the figure in 1954 having increased to 123. Other comparisons include \$57,537 as against \$95,745 spent for books, or 81c per pupil in 1951 and \$1.14 in 1953; 77 librarians had

some training in 1951 (10 had majors) while 100 librarians (11 majors, 22 minors) had some training in 1954. The number of librarians serving full time increased by only 4, but there were 33 more people who had at least a half day for library work.

Three more schools had been added to the next group—enrollments of 1,000 to 1,499 by 1954, making a total of 34. Statistics for previous years, strangely enough, have shown that this group of librarians was spending less per pupil for books than any of the other groups. This year this trend was reversed. In 1951 the average per pupil expenditure was only 74c per pupil, but in 1954 it was raised to \$1.15.

In view of this progress, it is not surprising to find that the number of full time librarians increased from 24 to 37, and two schools, St. Peter and Tracy, come close to meeting the standard for service of one librarian for each 500 pupils. Only 5 schools (excluding the two small ones in Koochi-ching county) had librarians who served less than a full day.

The number of schools having 1,500 or more pupils increased during the three year period from 42 to 54. While the average expenditure of \$1.10 per pupil for books represents a considerable increase over the 79c spent in 1951, it is still some distance from the minimum standard. It is also true that the 8 schools, whose book costs went far above the minimum, tend to obscure the fact that 18 schools spent less than \$1.00 per pupil.

The increase in the number of librarians is more encouraging. In 1951 there were 75 people with training while in 1954 there were 102. It is in this group that the greatest gains have been made in the number of newly created positions, and it is a pleasure to report that since these statistics were prepared at the end of the school year 1953-54, ten more full time positions have been created and filled with qualified librarians.

#### Personnel

Some additional comment is needed on the personnel statistics and summary, since the shortage of a sufficient number of well qualified librarians is still one of the major factors in the development (or the lack of it) in school libraries.

In 1947-48, there were 112 librarians with  
(Continued on page 379)

### School Enrollment

200 or fewer pupils, or less than 11 teachers

TOWN	Personnel		School Classification	Book Stock		Expenditures			LIBRARIAN					
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vols. Added 1953-54	Library Books		Other	Hours Per Day in Library	Training				
						Amount Spent	Per Pupil Cost			Major	Minor	Some	None	
Alango (P.O. Angora) ..	10	169	U-F	2,563	203	\$385.38	\$2.25	\$162.63	1				x	
Arnold (P.O. R. #3, Box 509, Duluth) ..	9	218	G	1,812	160	184.74	.85	108.89	1					x
Beaver Creek ..	9	179	U-F	5,615	215	214.18	1.20	112.35	2					x
Bejou ..	4	129	G	856	94	182.45	1.41	67.44	1			x		
Bellingham ..	10	212	G-F	3,803	67	356.79	1.68	114.52	2					x
Bigelow ..	4	110	G	800	55	184.33	1.68	13.05	1					x
Boy River ..	7	139	U-F	1,424	173	195.77	1.41	41.50	2				x	
Boyd ..	9	211	G-F	2,338	103	236.18	1.12	64.15	1		x			
Brandon ..	9	212	G	2,225	119	192.49	.91	106.99	1			x		
Browerville ..	10	240	U-F	1,995	137	232.50	.97	155.57	1			x		
Brownsdale ..	9	261	U-G	1,687	322	359.06	1.38	98.90						
Bruno ..	4	91	G	1,200	85	123.45	1.36	15.00						
Carver ..	4	90	G	874	65	169.41	1.88	137.98	1/2					x
Centerville (P.O. Hugo)	10	350	G	2,010	80	275.00	.79	27.00						
Chandler ..	10	189	G-F	1,747	72	230.00	1.22	97.00	1			x		
Clover Valley (P.O. R. 1, Two Harbors) ..	9	202	U-F	2,489	193	332.26	1.64	170.13	1			x		
Comstock ..	7	135	U-F	2,218	75	205.00	1.52	55.50	1					x
Deerwood ..	5	151	G	1,180	148	289.73	.85	30.80	1					
Doran ..	4	101	G	615	40	100.00	.99	19.56						
Dover ..	7	153	G					95.08						
Emmons ..	9	210	G-F	1,625	74	148.24	.71	154.10	1+					x
Felton ..	11	183	G-F			300.00	1.64	305.00	1					x
Finlayson ..	8	183	G-F	2,283	56	130.00	.71		1					x
Good Thunder ..	10	150	G-F	2,157	110	239.80	1.62	96.78	2		x			
Graston ..	5	118	G	810	72	97.63	.83	48.00						
Hackensack ..	9	175	G-F	2,257	69	118.28	.68	69.45	1			x		
Hanley Falls ..	10	170	G-F	2,847	98	140.48	.83	377.00	2					
Hanska ..	9	148	U-F	1,406	69	180.00	1.22	238.27	1+			x		x
Holloway ..	10	171	G-F	1,962	64	108.53	.63		1			x		
Humboldt ..	11	190	G-J	1,327	296	314.41	1.65	118.17	1					x
Kellogg ..	8	163	G-D	2,372	231	236.15	1.45	270.40	2					x
Kalevala (P.O. Kettle River) ..	5	120	G	2,149	65	89.82	.75	38.76	1					x
Kensington ..	9	214	U-F	2,343		82.08	.38	115.25	1			x		
LaCrescent ..	7	208	U-F		245	386.62	1.86	111.86	1			x		
Lake Bronson ..	9	230	G-F	2,750		95.35	.41	187.97	1					x
Lake Wilson ..	9	201	G-F	2,575	122	178.84	.89	272.51	2				x	
Laporte ..	10	206	G-S	1,977	94	146.81	.71	82.15	2					x
Odessa ..	8	150	G-F	2,234	55	204.34	1.36	148.23	2					x
Oslo ..	10	224	U-F	2,052	89	171.53	.77	156.69	2			x		
Pemberton ..	11	182	G-S	1,568	102	283.38	1.56	123.55	1			x		
Petersburg (P.O. Jackson) ..	4	167	G			56.25	.33	45.00						
Peterson ..	10	197	G-F	1,850	135	304.84	1.55	120.12	2					x
Rapidan ..	11	178	G-S	2,604	184	330.00	1.86	259.82	3			x		
Reading ..	4	136	G	1,518	100	148.00	1.09	88.00	1					x
Riverton ..	10	277	G	4,266	217	291.74	1.05	560.21	1					x
Rockford ..	9	243	G-F	1,619		274.23	1.13	421.78	1					x
Rose Creek ..	9	151	G-F	2,264	89	270.00	1.79	106.25	2					
Round Lake ..	10	231	G-F	2,728	213	177.67	.77	186.98	2					x
St. Hilaire ..	8	222	G	1,866	120	230.54	1.04	30.93						
Sartell ..	6	171	G	2,269	149	250.99	1.47	230.05	1/2					x
Silver Lake ..	9	151	U-F	2,431	79	156.92	1.04	141.10	2					x
Solvay ..	4	128	G	1,615	115	171.07	1.34	130.50						
Strandquist ..	10	200	G-F	2,005	316	632.00	3.16	81.25	1					x
Underwood ..	11	172	U-F	1,877	35	87.23	.51	149.08	1					x
Verdi ..	9	182	G-F	3,007					1/2			x		
Vernon Center ..	5	116	G	2,608	173	214.06	1.85	97.52	1					x
Wolverton ..	8	108	G-D	1,307		89.90	.83	53.50	2			x		

## School Enrollment — Continued

200-499

TOWN	Personnel		School Classification	Book Stock		Expenditures Library Books		Other	LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vols. Added 1953-54	Amount Spent	Per Pupil Cost		Hours Per Day in Library	Major	Minor	Some	None
Adams.....	15	288	G-S	3,556	203	472.04	1.64	506.53	2			x	
Adrian.....	13	321	G-F	2,367	123	235.25	.73	128.48	1			x	
Akeley.....	15	323	G-S	4,001	259	435.61	1.35	175.49	3			x	
Albany.....	16	312	U-F	1,578	160	629.73	2.02	216.17	3		x		
Alberta.....	12	238	G-F	4,866	429	456.63	1.92	113.26	1			x	
Albion.....	12	229	G-F	2,658	218	401.78	1.75	167.13	1			x	
Alden.....	16	345	G-S	3,246	256	611.43	1.77	224.50	1				x
Alvarado.....	11	227	G-S	4,154	199	453.55	2.00	258.85	2			x	
Amboy.....	13	269	U-G-F	2,412	222	392.19	1.46	243.22	2			x	
Argyle.....	11	239	G-F	3,527	132	300.00	1.26	245.00	3			x	
Arlington.....	17	330	G-S	3,604	420	840.63	2.55	120.30	3			x	
Ashby.....	14	264	G-F	2,049	98	468.94	1.78	324.95	2				x
Askov.....	14	322	G-S	2,188	212	256.92	.80	425.44	2				x
Atwater.....	21	417	G-S	2,148	269	485.08	1.16	316.09	3		x		
Audubon.....	11	215	U-F	3,790	123	250.00	1.16	107.00	1				x
Backus.....	14	300	G-F	2,616	80	197.76	.66	67.76	1			x	
Badger.....	15	343	G-S	2,163	250	434.77	1.27	112.50	2			x	
Balaton.....	21	417	G-S	5,244	355	659.72	1.58	256.82	1			x	
Barnum.....	22	473	U-G-S	3,586	341	514.47	1.09	370.62	3				x
Barrett.....	14	235	U-F	2,358	269	417.09	1.77	243.50	2				x
Battle Lake.....	12	403	G-S	3,127	333	536.60	1.33	188.99	2			x	
Beardsley.....	12	247	U-G-F	1,139	88	160.90	.65	269.45	1				x
Becker.....	12	267	G-F	3,387	325	337.14	1.26	75.25	1 1/2				x
Belgrade.....	20	454	G-S	3,448	298	440.85	.97	183.37	2			x	
Belview.....	14	262	G-F	2,847	90	156.77	.60	177.92	1			x	
Big Lake.....	13	329	G-S	2,403	243	459.02	1.40	152.81	2				x
Bird Island.....	18	427	G-S	2,210	347	545.54	1.28	299.71	3				x
Biwabik.....	24	464	G-S	11,637	445	564.81	1.50	762.53	4		x		
Horace Mann High School.....	12	164		8,333	290	399.21		606.83					
Washington Elementary.....	12	300		3,304	155	175.60		155.70					
Blaine (P.O. Mpls. 21).....	11	348	G	1,360	258	469.29	1.34	462.79	1				x
Borup.....	14	253	U-F	1,726	48	378.00	1.49	300.80	1				x
Braham.....	22	464	U-S	3,335	325	506.04	1.09	70.05	4				x
Brewster.....	14	339	G-S	3,684	293	477.70	1.41	120.61	3			x	
Bricelyn.....	16	323	G-S	5,552	135	248.79	.77	84.78	1			x	
Brookston.....	12	226	G-F	2,720	199	371.83	1.65	238.38	1			x	
Brooten.....	16	395	G-S	3,630	103	338.75	.86	204.46	1		x		
Browns Valley High School.....	17	387	G-S	2,788	311	611.33	1.58	357.78	2				x
Elementary.....	9	187		2,087	158								
Brownton.....	10	433		701	153								
Buffalo Lake.....	16	366	G-F	9,569	420	822.04	2.25		2				x
Butterfield.....	23	487	G-S	4,181	615	444.35	.91	472.88	2			x	
Byron.....	17	361	G-S	2,333	296	300.00	.83	192.60	2			x	
Byron.....	16	347	G-S	3,141	189	340.00	.98	378.56	2				x
Caledonia.....	22	473	G-S	2,579	194	786.23	1.66	227.31	5			x	
Campbell.....	14	284	G-F	3,194	307	452.40	1.59	119.30	2				x
Canton.....	16	283	G-S	2,249	140	392.00	1.39	92.64	1				x
Carlton.....	22	481	U-G-S	3,291	506	743.70	1.54	397.09	4			x	
Ceylon.....	18	384	G-S	3,249	233	477.00	1.24	61.25	2		x		
Chaska.....	22	446	G-J-S	1,900	175	1,437.99	3.22	740.38	1				x
Cherry (P.O. Iron).....	11	232	G-S	2,566	212	387.78	1.67	167.13	1			x	
Chisago City.....	17	416	G-S	1,495	101	365.08	.88	152.30	3				x
Chokio.....	16	361	G-F	3,731	261	601.84	1.66	187.81	1			x	
Claremont.....	15	320	G-S	1,395		75.15	.23	195.60	2				x
Clarissa.....	14	322	G-S	1,065	52	282.77	.88	483.57	3				x
Clearbrook.....	17	424	G-F	2,705	207	870.63	2.05	343.90	0			x	
Cleveland.....	18	296	G-S	2,693	327	509.47	1.72	122.40	3			x	
Climax.....	12	243	U-S	2,692	30	38.65	.16	49.70	3			x	
Clinton.....	20	410	U-G-S	2,658	191	401.24	.91	304.97	2			x	
Comfrey.....	19	436	G-S	2,663	142	255.49	.59	321.32	3			x	
Cook.....	18	432	G-S	3,314	207	457.78	1.06	171.23	1			x	
Cotton.....	13	291	G-S	2,255	221	406.52	1.40	162.63	1			x	
Cottonwood.....	18	411	G-F	2,164	287	511.21	1.24	74.00	2			x	
Cromwell.....	15	318	G-S	11,147	482	1,034.63	3.25	224.05	2			x	
High School.....	9	161		5,539	232	539.63	3.35	188.25					
Elementary.....	6	157		5,608	250	495.00	3.15	35.80					



## School Enrollment — Continued

200-499

TOWN	Personnel		School Classification	Book Stock		Expenditures			LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vols. Added 1953—54	Library Books		Other	Hours Per Day in Library	Training			
						Amount Spent	Per Pupil Cost			Major	Minor	Some	None
Cyrus	12	272	G-F	3,182	135	268.32	.99	187.65	2				x
Dassel	18	420	G-J-Sr	5,105	125	362.42	.86	403.08	1				x
Deer Creek (School burned)	12	266	G-F	248	48	208.00	.83	102.80					x
Delano	17	353	G-S	2,911	244	534.25	1.51	199.01	4			x	
Delavan	17	322	G-S	2,555	112	416.63	1.52	175.45	2			x	
High School	10	154		1,472	51	202.72		81.45					
Elementary	7	168		1,083	61	213.91		94.00					
Dilworth	20	407	G-S	3,614	167	477.77	1.17	399.49	3			x	
Dodge Center	19	456	G-S	4,993	341	618.25	1.35	307.65	3			x	
Eagle Bend	18	384	G-S	1,884	196	387.10	1.01	115.49	1			x	
East Chain (P.O. Guckeen)	12	273	G-S	822	100	610.85	2.24	84.90	1				x
Echo	15	296	U-G-F	3,647	122	237.00	.80	158.66	3				x
Eden Prairie (P.O. R #1 Hopkins)	15	385	G-S	2,135	191	490.00	1.43	99.90	2			x	
Eden Valley	15	295	U-F	2,379	215	458.57	1.55	233.00	2			x	
Edgerton	16	326	G-F	1,742	168	559.68	1.72	210.41	2			x	
Elgin	13	227	U-S	2,614	318	676.57	2.98	290.46	1			x	
Elkton	12	253	G-S	1,931	190	493.58	1.95	50.80	1			x	
Ellendale	18	407	G-S	3,488	232	587.25	1.44	425.01	1			x	
Ellsworth	12	211	G-F	1,697	141	322.46	1.53	183.91	2				x
Embarrass	14	307	G-S	2,391	203	387.78	1.26	172.38	1			x	
Erskine	13	328	U-G-S	1,624	79	436.20	1.33	288.33	2				x
Evanville	18	389	U-G-F	4,127	163	363.13	.86	146.92	5			x	
Eyota	14	266	G-S	1,792	101	145.88	.55	246.88	1			x	
Fairfax	21	486	U-G-S	3,275	354	611.23	1.26	225.54	1				x
Fisher	11	231	G-F	2,897	164	298.52	1.29	301.78	2				x
Floodwood	23	496	G-S	5,619	271	955.53	1.92	332.35	4			x	
Franklin	13	252	G-S	2,245	82	215.00	.85	136.25	1				x
Freeborn	13	293	G-S	2,951	199	371.42	1.28	145.52	2				x
Fridley (P.O. 615 Miss. N.E., Minneapolis 5)	17	499	G	1,191	464	464.31	.93	287.50	3			x	
Frost	16	308	G-F	1,716	13	41.24	.13	120.04	2			x	
Fulda	20	482	G-S	3,830	114	596.19	1.24	226.72	3				x
Garden City	17	307	G-S	2,122	202	492.05	1.60	207.86	2			x	
Gary	15	319	G-S	1,567	200	452.44	1.42	211.45	2			x	
Gaylord	22	497	U-G-S	6,958	205	433.28	.87	193.93	1			x	
Gibson	18	414	G-F	3,287	199	696.72	1.68	220.82	2				x
Glyndon	14	333	G-S	2,081	210	451.68	1.36	203.41	2			x	
Gonvick	15	356	U-F	3,689	340	545.29	1.53	145.00	2			x	
Goodhue	14	338	U-F	3,954	210	564.00	1.67	433.00	3			x	
Goodridge	15	376	U-F	1,348	212	462.22	1.23	537.99	3				x
Graceville	15	340	G-S	2,201	258	446.81	1.31	384.44	2			x	
Granada	19	352	G-S	1,042	200			476.88	2				x
Grand Meadow	21	467	G-S	2,985	188	420.17	.90	223.10	2				x
Grey Eagle	15	234	G-F	2,291	246	339.15	1.45	98.04	2			x	
Grove City	15	298	G-S	2,596	85	92.33	.31	242.97	3			x	
Halstad	16	316	G-S	2,147	71	375.57	1.19	177.46	2				x
Hancock	16	363	G-S	2,644	215	451.59	1.24	354.97	2				x
Harmony	19	454	G-S	2,959	234	791.54	1.74	617.15	3				x
Hayfield	15	372	G-S	4,708	265	686.59	1.85	441.87	3			x	
Henderson	15	330	U-G-S	4,420	200	259.63	.79	448.60	3			x	
Hendricks	13	273	G-S	4,519	67	396.45	1.45	156.47	2				x
Hendrum	11	234	G-S	1,164	85	208.21	.89	162.82	2				x
Herman	18	448	G-S	3,798	368	792.24	1.77	621.87	2			x	
Heron Lake	14	250	G-S	2,452	109	511.33	2.05	88.41	2				x
Hill City	13	277	G-F	3,128	130	196.44	.71	61.80	2				x
Hills	15	256	G-S	1,802	138	475.90	1.86	163.14	3				x
Hitterdal	14	250	G-S	2,541	110	179.99	.72	167.65	2				x
Hoffman	18	368	U-G-F	2,060	94	221.67	.60	458.17	2			x	
Holdingford	15	358	G-S										
Hollandale	11	324	G	2,220	129	345.96	1.07	328.43	1				x
Homecroft (P.O. East Calvary Rd., Duluth)	16	357	G	1,945	270	446.74	1.25	142.72	2			x	
Houston	18	378	G-S	3,204	212	507.82	1.34	249.63	3			x	
Huntley	14	259	G-S	2,374	130	177.86	.69	307.09	2				x

## School Enrollment — Continued

200-499

TOWN	Personnel		School Classification	Book Stock		Expenditures Library Books		Other	LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vols. Added 1953-54	Amount Spent	Per Pupil Cost		Hours Per Day in Library	Major	Minor	Some	None
Ivanhoe.....	21	459	G-F	3,665	225	361.89	.79	457.23	3				x
Janesville.....	19	406	G-S	4,721	161	222.00	.55	310.00	3			x	
Jasper.....	16	373	G-S	2,943	120	378.75	1.02	176.40	2				x
Jeffers.....	14	276	G-S	2,531	143	487.84	1.77	272.55	4			x	
Jordan.....	17	348	G-S	3,509	268	480.75	1.38	607.59	3			x	
Karlstad.....	19	409	G-S	3,056	366	533.78	1.14	190.93	2			x	
Kelliher.....	20	426	U-G-S	2,524	290	558.64	1.31	254.95	2			x	
Kennedy.....	19	365	U-G-F	2,487	195	283.03	.78	202.11	2				x
Kerkhoven.....	18	399	G-S	3,411	193	389.49	.98	411.61	2			x	
Lake Benton.....	16	337	G-S	2,841	73	305.75	.91	332.59	3			x	
Lake Park.....	16	370	G-S	3,388	231	470.44	1.27	222.85	1				x
Lancaster.....	15	355	G-S	1,222	72	202.95	.57	546.09					x
Lanesboro.....	18	389	G-S	3,813	274	358.51	.93	242.75	2				x
Le Center.....	20	458	G-S	3,356	203	600.00	1.31	218.00	3			x	
Lester Prairie.....	11	245	U-F	1,143	54	157.28	.64	63.86	2				x
Lewiston.....	19	378	G-S	3,459	181	239.38	.63	144.47	2			x	
Lindstrom-Center City.....	21	493	G-S	4,513	274	480.87	.98	341.14	3			x	
Longville.....	11	226	G-F	1,042	153	337.50	1.49	25.00	1				x
Lyle.....	12	307	G-F	2,685	95	199.79	.65	154.89	2				x
Lynd.....	13	278	G-F	1,762	201	626.25	2.25	156.30	3				x
Mabel.....	20	481	G-S	1,795	143	645.72	1.34	222.20	2			x	
McGrath.....	11	242	G-F	2,441	510	350.28	1.45	261.76	3				x
McIntosh.....	22	478	G-S	3,377	212	511.59	1.07	217.42	4			x	
Magnolia.....	12	207	G-F	3,014	253	308.51	1.49	133.00	2			x	
Mantorville.....	11	245	G-S	2,471	183	406.44	1.66	98.85	2				x
Maple Lake.....	14	229	G-S	12,386	100	300.00	1.31	400.00	1				x
Marietta.....	11	234	G-F	2,502	153	300.00	1.28	100.00	3				x
Maynard.....	13	351	G-S	2,301	116	232.91	.66	178.38	2			x	
Mazeppa.....	13	290	G-S	3,478	146	273.07	.94	98.07	1				x
Meadowlands.....	14	281	G-S	2,330	201	680.52	2.42	165.38	1			x	
Medford.....	18	351	G-S	2,621	112	377.48	1.08	237.81	2		x		
Menahga.....	18	482	G-S	3,271	274	515.57	1.07	314.58	4			x	
Mentor.....	14	302	G-S	2,451	166	297.24	.98	271.17	3			x	
Middle River.....	14	305	G-F	2,088	250	433.33	1.42	302.67	1				x
Milan.....	14	313	G-S	1,000	108	345.05	1.62	104.90	2				x
Milroy.....	15	365	G-S	1,900	310	957.19	2.60	132.92	4			x	
Minnesota.....	17	389	G-F	1,692	214	477.44	1.23	152.22	2				x
Minnesota Lake.....	17	393	U-G-F	1,893	249	583.04	1.48	184.80	1				x
Morgan.....	13	294	G-S	3,232	495	576.39	.57	190.64	1			x	
Morristown.....	14	291	G-S	1,680	124	299.22	1.03	243.25	1				x
Morton.....	17	410	U-G-S	2,748	169	255.43	.62	283.45	4				
Motley.....	15	413	G-S	1,658	261	44.60	1.11	147.60	1		x		
Murdock.....	13	282	G-S	2,385	296	489.51	1.74	275.22	1			x	
Nevis.....	13	309	G-S	2,274	86	188.89	.61	80.40	1				x
New London.....	19	469	G-S	3,334	311	402.67	.86	261.79	1			x	
Newfolden.....	15	381	G-F	2,329	180	353.38	.93	158.19	1			x	
Nicollet.....	14	308	G-S	2,920	300	375.96	1.22	66.60	2				x
Ogilvie.....	18	465	G-S	2,012	174	743.64	1.60	170.93	3				x
Okabena.....	12	282	G-S	3,198	100	365.78	1.45	183.74	—1			x	
Orr.....	16	338	G-S	2,530	195	388.61	1.15	171.23	2		x		
Parkers Prairie.....	20	461	G-S	2,368	197	713.80	1.56	203.53	2			x	
Pillager.....	17	327	U-G-S	2,225	228	396.88	1.21	245.35	1				x
Plummer.....	14	276	G-F	2,259	72	322.58	1.17	183.00	2			x	
Preston.....	22	461	G-S	2,974	304	475.00	1.03	219.00	2		x		
Prior Lake.....	18	425	G-S	2,462	394	1,831.68	4.31	139.25	2				x
Randolph.....	14	270	G-F	2,147	114	182.52	.68	151.81	1			x	
Raymond.....	11	295	G-F	4,713	60	139.96	.47	190.28	2				x
Red Lake Falls.....	18	374	G-S	7,738	262	515.73	1.38	715.44	2			x	
Remer.....	13	308	G-S	3,081	152	345.35	1.12	154.49	2		x		
Rothsay.....	12	311	G-F	1,858	75	200.00	.95	384.63	3				x
Royalton.....	14	298	G-S		200	659.95	2.24	310.79	2				x
Russell.....	16	309	G-S	3,282	165	636.82	2.06	149.49	3				x
Ruthton.....	17	386	G-S	2,251	184	189.61	.49	93.06	2			x	
St. Clair.....	16	357	G-S	1,375	309	612.37	1.72	497.50	4			x	
Sacred Heart.....	22	418	G-S	2,261	451	1,175.00	2.81	690.50	3			x	

\*School library giving public library service.

## School Enrollment — Continued

200-499

TOWN	Personnel		School Classification	Book Stock		Expenditures			LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vols. Added 1953-54	Amount Spent	Per Pupil Cost	Other	Hours Per Day in Library	Training			
										Major	Minor	Some	None
Sanborn	12	254	G-S	2,296	119	327.70	1.29	233.50	1				x
Sioux Valley (P.O. Lake Park, Iowa)	12	238	G-F	1,930	280	457.97	1.92	387.57	2				x
Starbuck	16	432	G-S	1,945	163	589.92	1.37	59.77	4		x		
Stephen	17	379	G-S	2,353	240	432.89	1.14	351.09	4			x	
Stewart	19	402	G-S	2,092	256	585.13	1.46	234.89	1		x		
Storden	16	286	G-S	3,278	240	381.07	1.33	117.40	2				x
Swanville	17	389	G-S	1,870	211	899.66	2.31	740.08	0				x
Taylor Falls	17	336	G-S	2,473	110	433.41	1.29	95.13	2				x
Tintah	17	286	U-F	1,919	128	320.91	1.12	163.50	2		x		
Triumph-Monterey	20	443	G-S	2,139	114	679.62	1.53	132.77	3		x		
Ulen	15	359	U-G-S	2,473	227	522.53	1.46	180.60	2			x	
Upsala	16	373	G-S	2,295	340	372.72	1.00	95.98	2				x
Verndale	18	475	U-G-S	2,079	72	192.02	.40	234.12	3			x	
Villard	14	260	G-S	2,562	212	289.13	1.11	173.55	2				x
Wabasha	17	365	G-S	3,550	295	317.92	.87	258.95	2				x
Wabasso	13	213	G-F	3,139	143	263.84	1.24	197.08	1				x
Waconia	20	462	G-S	4,025	89	210.93	.46	135.55	2				x
Waite Park	12	361	G	2,340	189	255.75	.71	165.53	2		x		
Waldorf	18	341	G-S	2,466	196	499.63	1.46	158.27	2			x	
Wanamingo	16	411	U-G-S	1,443	227	580.83	1.41	541.07	3				x
Watertown	19	431	G-S	4,523	217	467.88	1.09	120.76	2				x
Waubun	19	491	G-F	5,243	249	261.81	.53	208.77	3			x	
Welcome	19	411	G-S	3,115	393	553.98	1.34	84.68	3				x
Westbrook	22	485	G-S	3,137	289	600.86	1.24	467.86	1		x		
West Concord	19	392	G-S	3,183	243	488.71	1.25	352.98	2			x	
Williams	17	379	G-S	2,813	192	398.65	1.05	240.09	2				x
Woodcrest (P.O. 880 Osborn Rd. Minneapolis 21)	12	367	G	1,244	381	855.55	2.33	169.00	1				x
Wood Lake	16	246	G-S	2,105	128	240.33	.98	144.18	2				x
Wrenshall	12	262	G-F	2,651	295	386.89	1.48	75.50	2				x
Wykoff	13	276	G-F	2,411	188	605.52	2.19	118.64	—1			x	

500-999

Ada	23	930	G-J-Sr	6,765	597	1,250.33	1.33	412.59	4			x	
Central School	19	854		5,589	541	1,161.46		349.59					
Lockhart Elementary	4	76		1,176	56	88.87		63.00					
Annandale	32	773	U-G-S	3,078	183	325.10	.42	186.40	4		x		
Appleton	33	899	G-J-S	7,342	744	770.83	.86	363.79	3		x		
Central School	20	479		5,418	421								
Elementary	13	420		1,924	323								
Aurora	31	614	G-J-Sr	10,933	335	763.05	1.24	369.32	4	x			
Barnesville	36	782	U-G-J-Sr	3,027	302	1,010.34	1.29	199.84	5				x
Baudette	22	658	G-S	5,160	150	537.42	.82	313.50	2			x	
Belle Plaine	29	669	U-G-S	4,455	281	600.00	.90	328.11	4			x	
Bertha-Hewitt	25	690	U-G-S	5,037	306	759.49	1.10	162.24	1			x	
Blackduck	31	802	G-S	3,255	846	1,559.86	1.94	295.75	2			x	
Blooming Prairie	28	621	G-S	2,716	266	573.06	.92	242.84	3			x	
Central School	17	367		1,906	168								
Elementary	11	254		810	98								
Breckenridge	36	885	G-J-Sr	6,416	395	876.21	.99	790.71	5	x			
Buffalo	27	680	G-J-Sr	6,505	617	766.66	1.12	361.49	3		x		
Buhl	31	566	G-J-Sr	4,916	457	687.07	1.21	414.84	5	x			
Cambridge	36	902	G-J-Sr	5,020	176	632.88	.70	278.37	4			x	
Canby	34	916	G-J-Sr	5,148	554	1,075.00	1.18	267.41	4			x	
Cannon Falls	33	849	U-G-J-Sr	4,321	400	708.00	.84	584.11	2			x	
Cass Lake	34	856	G-S	4,270	380	619.76	.72	339.03	4			x	
Central School	18	334		2,750	168								
Elementary	16	520		1,520	212								
Chatfield	29	675	G-J-Sr	4,059	341	750.93	1.06	431.88	4		x		
Central School	19	361		2,232	289	612.88							
Elementary	10	314		1,827	58	138.05							
Clara City	22	503	G-S	3,620	338	608.23	1.21	299.65	2			x	
Clarkfield	27	563	G-J-Sr	3,542	470	773.66	1.37	191.28	3			x	

<sup>2</sup>Public library giving elementary library service only.

## School Enrollment — Continued

500-999

TOWN	Personnel		School Classification	Book Stock		Expenditures Library Books			LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vols. Added 1953-54	Amount Spent	Per Pupil Cost	Other	Hours Per Day in Library	Training			
										Major	Minor	Some	None
Cokato.....	24	560	G-J-Sr	5,247	219	231.28	.56	323.02	5			x	
Danube.....	24	552	U-G-S	2,146	259	470.84	.86	255.65	2		x		
Dawson.....	24	587	G-J-Sr	3,624	93	350.97	.60	174.28	5			x	
Elbow Lake.....	40	889	U-G-S	2,652	232	778.56	.88	888.40	5			x	
Elk River.....	37	964	G-J-Sr	12,648	483	1,553.64	1.62	773.21	6			x	
Central School.....	23	476		8,848		1,183.64		738.21					
	14	488		3,800		370.00		35.00					
Elmore.....	22	517	U-G-F	1,906	160	281.02	.55	144.31	1				x
Farmington.....	35	833	G-J-S	3,009	510	1,078.79	1.30	384.79	6		x		
Fertile.....	32	661	U-G-S	5,282	435	923.00	1.40	329.00	6			x	
Foley.....	32	877	G-S	6,266	468	774.59	.88	444.41	4			x	
Fosston.....	39	856	G-J-S	4,911	1,613	4,358.41	5.48	649.21	7		x		
Central School.....	24	479		3,323	377	970.15		561.51					
Elementary.....	15	377		1,588	1,236	3,388.26		87.70					
France.....	28	685	G-J-Sr	2,813	297	524.35	.77	407.12	4				x
Gilbert.....	37	712	G-J-Sr	5,522	754	1,169.73	1.64	1,282.81	3			x	
Glencoe.....	37	859	G-J-Sr	7,325	291	420.39	.49	378.29	7			x	
Grand Marais.....	32	696	U-G-S	5,266	744	1,274.78	1.83	1,151.06	3			x	
Central School.....	16	272		1,785	295								
Elementary.....	16	424		3,481	449								
Greenbush.....	25	601	G-S	2,941	280	882.88	1.47	249.04	3				x
Hallock.....	25	601	G-S	5,742	410	936.26	1.84	261.21	3			x	
Hawley.....	24	530	G-S	5,011	57	515.06	.97	617.31	4				x
Hector.....	33	732	G-S	4,810	400	1,207.14	1.65	659.58	4				x
Henning.....	33	523	U-G-S	2,777	175	673.78	1.29	338.82	2			x	
Hermantown.....	29	994	G-J-Sr	8,837	660	1,549.05	1.56	402.96	7	x			
Hinckley.....	25	597	G-S	4,691	227	684.13	1.15	313.64	7			x	
Central School.....	16	306		2,960	133								
Elementary.....	9	291		1,731	94								
Howard Lake.....	21	524	U-G-S	3,005	220	436.53	.83	550.36	2				x
Isle.....	21	513	U-G-S	3,286	285	520.86	1.02	176.25	3			x	
Kasson.....	25	502	G-S	4,512	280	429.50	.86	314.59	4			x	
Kenyon.....	44	839	U-G-J-Sr	5,569	203	496.18	.59	773.76	2				x
Kiester.....	23	560	U-G-S	3,623	152	539.74	.96	450.88	2			x	
Kimball.....	23	506	G-S	1,962	165	430.49	.85	104.63	3				x
Lake City.....	37	900	G-J-Sr	9,314	873	1,610.50	1.71	579.21	7		x		
Central School.....	24	507		6,386	614	1,191.25							
Elementary.....	13	393		2,928	259	419.25							
Lake Crystal.....	28	629	G-S	1,528	228	858.82	1.37	568.15	4			x	
Lakefield.....	25	560	G-J-Sr	4,313	325	714.96	1.28	285.67	4			x	
Lakeville.....	34	803	U-G-S	2,637	435	853.84	1.06	578.17	4			x	
Lamberton.....	27	625	G-J-Sr	4,385	471	456.40	1.13	706.04	3			x	
LeRoy.....	21	503	G-S	1,459	302	928.57	1.85	234.13	7			x	
Long Prairie.....	32	652	G-J-Sr	7,070	399	994.81	1.18		4			x	
Central School.....	23	448		5,200	211	732.87		469.28					
Elementary.....	9	204		1,870	188	250.94							
McGregor.....	27	583	U-G-S	3,893	339	504.16	.86	332.64	4			x	
Madelia.....	28	609	G-S	7,042	475	967.75	1.38	258.80	4		x		
Central School.....	17	368		6,367	225								
Elementary.....	11	331		675	250								
Madison.....	29	656	G-J-Sr	3,916	684	1,112.42	1.70	484.74	4			x	
Mahnomen.....	33	795	G-S	3,630	214	461.39	.58	528.63	3				x
Mapleton.....	26	582	U-G-S	2,842	108	126.20	.22	120.65	4				x
Meadowbrook (5430 Glenwood Ave., Mpls. 5).....	19	528	G	2,116	468	609.04	1.15	168.03	1			x	
Melrose.....	28	620	G-F	3,323	348	689.06	1.11	686.10	3				x
Milaca.....	38	977	G-S	4,890	279	812.70	.83	186.51	3		x		
Montgomery.....	25	588	G-S	2,459	50	265.00	.45	758.82	3		x		
Monticello.....	24	599	G-J-Sr	3,681	320	753.73	1.26	148.42	4				x
Moore Lake.....	31	719	G-S	5,138	380	849.85	1.18	360.05	5	x			
Mora.....	33	877	U-G-J-Sr	9,212	600	1,292.25	1.47	533.68	3			x	
Mt. Iron.....	46	807	G-J-Sr	13,265	518	850.07	1.21		4	x			
Central School.....	39	673		10,284	348	628.58		395.40					
Elementary.....	7	134		2,981	170	221.49							
Mt. Lake.....	30	652	G-J-Sr	9,000	302	614.38	.94	288.69	4	x			
Central School.....	19	345		7,302	140								
Elementary.....	11	307		1,698	162								
New Prague.....	25	545	G-S	4,375	486	865.57	1.59	342.00	3			x	
New Richland.....	29	775	U-G-S	2,860	103	192.50	.25	172.47	2			x	

<sup>1</sup>School library giving public library service<sup>2</sup>Public library giving elementary library service only.

## School Enrollment — Continued

500-999

TOWN	Personnel		School Classification	Book Stock		Expenditures Library Books			LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vol. Added 1953-54	Amount Spent	Per Pupil Cost	Other	Hours Per Day in Library	Major	Minor	Some	None
New York Mills.....	27	728	G-S	2,224	82	724.20	.99	342.99	2			x	
North Branch.....	30	744	U-G-S	4,321	280	692.38	.93	771.47	5		x		
North Mankato.....	24	742	J-G			1,759.30	2.37	440.72	7		x		
Junior High and Elementary.....	9	156		2,424	624								
Elementary.....	15	586		1,606	209								
Norwood-Young America.....	23	548	G-S	3,555	104	670.04	1.22	756.19	3			x	
Oklee.....	23	506	G-F	6,555	326	838.54	1.66	238.23	3			x	
Olivia.....	23	530	G-J-Sr	2,137	102	321.20	.61	176.42	3			x	
Onamia.....	23	579	G-S	3,351	367	1,193.05	2.06	226.53	3				x
Ortonville.....	35	795	G-J-Sr	6,551	493	724.52	.91	426.08	6				x
Osakis.....	23	617	G-J-Sr	4,159	411	640.00	1.03	469.38	2			x	
Paynesville.....	26	624	G-S	3,605	205	348.00	.56	195.00	2				x
Pelican Rapids.....	33	943	G-J-Sr	4,556	287	680.39	.72	270.84	4	x			
Pequot Lakes.....	18	501	U-G-S	3,728	177	302.48	.60	210.39	3		x		
Perham.....	26	551	G-J-Sr	5,370	366	917.57	1.67	212.61	3		x		
Pine City.....	30	777	G-J-Sr	4,696	603	2,200.00	2.83	360.00	4			x	
<sup>1</sup> Pine Island.....	31	659	G-S	12,979	503	792.65	1.21		3			x	
Central School.....	16	308		10,422	263	428.85		118.21					
Elementary.....	15	351		2,557	240	364.80		40.20					
Pine River.....	36	879	U-G-J-Sr	5,027	714	1,237.01	1.41	774.65	5			x	
Plainview.....	34	744	G-S	4,744	311	782.02	1.05	395.51	2			x	
Red Lake.....	29	567	U-G-S	5,508	478	948.67	1.76	335.58	1				
Central School.....	15	235		3,002	107	358.73		213.72				x	
Elementary.....	6	139		978	175	225.28		40.62	—1				
Redby.....	4	97		991	96	166.32		40.62	—1				
Ponemah.....	4	96		537	100	198.34		40.62	—1				
Renville.....	29	617	G-J-Sr	4,447	430	1,000.00	1.62	650.00	4	x			
Roseau.....	42	968	G-J-Sr	4,306	747	2,344.87	2.37	1,282.88	7			x	
Central School.....	35	506		2,300	397	1,701.62		1,196.88					
Elementary.....	17	462		2,006	350	643.25		86.00					
Rosemount.....	27	625	G-F	4,497	134	403.30	.65	334.37	5			x	
Rush City.....	31	697	U-G-J-Sr	2,985	500	720.59	1.03	515.13	3				x
Rushford.....	23	507	G-J-Sr	2,828	317	429.68	.86	311.75	2			x	
St. Charles.....	27	580	G-J-Sr	4,152	593	895.61	1.54	322.87	3			x	
St. Francis.....	30	825	U-G-S										x
Sandstone.....	20	512	G-S	3,000	215	499.42	.99	230.86	2		x		
<sup>2</sup> Sauk Center.....	36	894	G-J-Sr		805				7	x			
<sup>2</sup> Sauk Rapids.....	29	653	G-J-Sr	4,141	238	601.13	.92	333.40	3			x	
Sebek.....	25	693	G-J-Sr	3,721	341	682.10	.98	258.75	4				x
Shakopee.....	25	530	G-F	4,743	186	361.60	.68	784.75	6	x			
Sherburne.....	30	588	G-J-Sr	3,483	270	387.14	.66	595.00	4				x
Slayton.....	32	855	G-S	7,600	434	79.45	.86	145.16	1			x	
Sleepy Eye.....	24	520	G-J-Sr	4,447	381	950.41	1.82	483.09	5		x		
Central School.....	16	258		2,685	163	497.36		341.46					
Elementary.....	8	262		1,762	218	453.05		142.63					
Spring Grove.....	24	541	G-S	4,180	332	749.41	1.39	535.07	4			x	
Spring Valley.....	36	833	G-S	4,016	194	347.85	.41	458.60	4			x	
Springfield.....	29	643	G-J-Sr	5,395	303	631.57	.98	178.95	4			x	
Stewartville.....	37	903	U-G-S	2,280	474	776.00	.86	279.13	3			x	
Thomson Twp. (P.O. Esko).....	25	504	G-J-Sr			661.81	1.31	443.37	2				x
Tower-Soudan.....	30	552	U-G-J-Sr	12,115	456	970.93	1.76	498.59	8			x	
Tower.....				8,852	273								
Soudan.....				3,262	183								
Truman.....	22	511	G-S	7,224	326	492.06	.96	404.92	3		x		
Twin Valley.....	27	535	U-G-S	3,518	180	434.64	.81	187.51	1			x	
Tyler.....	24	539	G-S	4,915	330	748.99	1.39	81.67	3				
Walker.....	31	769	G-S	4,646	822	1,210.00	1.57	358.29	3			x	
Walnut Grove.....	26	596	G-S	3,020	100	453.64	.76	622.15	4				x
<sup>1</sup> Warren.....	34	724	G-J-Sr	3,597	449	793.95	1.10	435.95	5			x	
Central School.....	19	324		1,979	130								
Elementary.....	15	400		1,618	319								
Warroad.....	24	605	G-S	3,073	16	516.66	.85	270.69	3			x	
Waterville.....	24	651	U-G-S	3,996	269	586.00	.90	227.55	4			x	
Wells.....	35	909	G-J-Sr	4,732	329	357.49	.39	191.56	5		x		
Wheaton.....	30	643	G-S	5,908	230	561.76	.77	172.54	1			x	
Willow River.....	22	539	U-G-S	2,751	216	586.40	1.09	272.54	4		x		

<sup>1</sup>School library giving public library service.<sup>2</sup>Public library giving school library service.



## School Enrollment — Continued

500-999

TOWN	Personnel		School Classification	Book Stock		Expenditures			LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vol. Added 1953-54	Amount Spent	Per Pupil Cost	Other	Hours Per Day in Library	Training			
Winnabago.....	30	775	G-S	3,894	419	889.15	1.43	297.70	3		x		
Central School.....	16	229		2,683	251	434.09							
Elementary.....	14	476		1,211	168	455.06							
Winthrop.....	26	644	G-S	3,772	285	701.57	1.09	327.60	3			x	
Zumbrota.....	33	706	U-G-S									x	

1,000-1,499

Aitkin.....	51	1,384	G-J-Sr	6,289	501	1,192.60	.86	618.99	6		x		
Bagley.....	49	1,077	G-J-Sr	4,992	661	2,377.95	2.16	720.26	6		x		
Central School.....	29	596		2,930	339	1,727.95							
Elementary.....	21	481		2,062	322	650.00							
Benson.....	47	1,138	G-J-Sr	4,396	529	1,431.20	1.26	1,156.85	6	x			
Central School.....	30	639		3,201	306								
Elementary.....	17	499		1,195	223								
Blue Earth.....	40	1,246	G-F	10,641	598	992.51	.80	472.50	6	x			
High School.....	20	360		6,559									
Elementary.....	29	886		4,072									
Crosby-Ironton.....	62	1,419	G-J-Sr	9,433	589	1,415.91	1.16	890.55	6		x		
Central School.....	34	690		6,934	284	630.55		630.55					
Elementary.....	28	729		2,499	305	845.36		260.00					
Deer River.....	47	1,128	U-G-J-Sr	3,170	145	475.55	.42	256.10	3				x
East Grand Forks.....	36	1,049	G-J-Sr	7,259	747	958.77	.91	406.12	5	x			
Central.....	20	411		6,707	522								
Elementary.....	16	638		462	225								
Forest Lake.....	61	1,681	U-G-J-Sr	6,174	835	2,319.27	1.37	1,284.62	6			x	
Glenwood.....	49	1,239	G-J-Sr	9,566	437	720.58	1.20	490.20	6			x	
Central School.....	28	600		6,481	219								
Elementary.....	21	639		2,085	218								
Granite Falls.....	44	1,035	U-G-J-Sr	7,086	796	2,089.56	2.02	637.91	6			x	
Hastings.....	44	1,228	G-J-Sr	8,759	445	889.35	.73	311.30	6		x		
Hutchinson.....	55	1,441	G-J-Sr	9,155	425	800.00	.66	500.00	6		x		
Central School.....	33	688											
Elementary.....	22	753											
Jackson.....	44	1,088	G-J-Sr	4,854	531	1,401.27	.92	752.29	6	x			
Central School.....	29	624		3,032	301	1,025.49		66.15					
Elementary.....	15	464		1,822	230	375.78		86.14					
Koochiching County.....	51	1,065	U-T	9,558	771	1,947.59	1.10	241.30					
Big Falls.....	5	122	G										
Indus.....	4	51	F										
Littlefork.....	20	439	G-S						3				x
Loman.....	4	112	G										
Mizpah.....	7	163	G										
Northome.....	11	178	S						2				x
LeSueur.....	46	1,004	G-S	4,510	433	1,277.08	1.27	684.46	6		x		
Central School.....	26	472		2,158									
Elementary.....	20	532		2,352									
Litchfield.....	50	1,451	G-J-Sr	6,249	514	1,246.98	.81	563.58	6		x		
Luverne.....	48	1,059	G-J-Sr	6,394	275	1,211.54	.66	545.22	6		x		
Central School.....	24	410		4,185	151	911.54		420.22					
Elementary.....	24	649		1,209	124	300.00		128.00					
Mahtomedi.....	46	1,157	G-S	8,202	1,530	1,422.91	1.23	917.53	6	x			
High School.....	22	361		6,082	925								
Elementary.....	24	796		2,120	605								
Marshall.....	54	1,298	G-J-Sr	8,217	1,032	1,891.37	1.43	556.38	6	x			
Central School.....	30	523		3,901	276	703.86							
Elementary.....	24	775		4,316	756	1,187.51							
Morris.....	44	1,033	G-J-Sr	5,006	361	1,020.26	1.09	703.96	6	x			
Central School.....	26	497											
Elementary.....	18	536											
New Ulm.....	48	1,083	G-J-Sr	8,486	645	1,122.84	1.04	259.32	6	x			
Central School.....	31	574											
Elementary.....	17	509											
Orono (P.O. Long Lake).....	43	1,012	G-S	3,138	622	1,474.75	1.63	1,079.49	6		x		
Central.....	23	395		1,024	303	962.22		279.49					
	20	617		2,114	319	512.53		800.00					

\*School library giving public library service.

\*Public library giving school library service.

\*County library service received.

## School Enrollment — Continued

1,000-1,499

TOWN	Personnel		School Classification	Book Stock		Expenditures Library Books			LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vols. Added 1953-54	Amount Spent	Per Pupil Cost	Other	Hours Per Day in Library	Training			
										Major	Minor	Some	None
Osseo.....	43	1,224	U-G-F	3,771	380	2,055.89	1.69	911.69	4		x		
Park Rapids.....	47	1,290	U-G-J-Sr	6,623	610	1,202.69	.92	720.68	6			x	
Central School.....	20	691		5,323	410	725.19							
Elementary.....	18	599		1,300	200	477.50							
Princeton.....	49	1,225	G-J-Sr	8,057	344	1,100.39	.90	1,534.57	5			x	
Redwood Falls.....	51	1,293	G-J-Sr	8,710	631	1,528.41	1.19	285.60	6	x			
St. James.....	48	1,107	G-J-Sr	7,558	601	1,281.60	1.25	500.80	6	x			
Central School.....	31	594		4,531	291	638.79		359.80					
Elementary.....	16	513		3,027	310	642.81		141.00					
St. Paul Park.....	50	1,499	U-G-S	4,644	868	1,790.86	1.26	1,152.22	6		x		
Central.....	26	568		2,091	535	970.67		662.96					
Elementary.....	24	931		2,553	333	820.19		489.26					
St. Peter.....	57	1,314	G-F	9,028	1,014	1,822.59	1.31	2,276.68					
Central School.....	28	401		3,276	135	454.98			6	x			
Elementary.....	29	913		5,752	879	1,367.61			6		x		
Staples.....	42	1,089	G-J-Sr	6,616	650	820.00	.76	426.00	6	x			
Tracy.....	47	1,199	G-J-Sr	8,756	567	1,114.50	.93	603.73					
Central.....	30	591		5,386	362				6		x		
Elementary.....	17	608		3,370	205				3			x	
Wadena.....	39	1,135	G-J-Sr	8,686	390	788.58	.69	170.70	3	x			
Waseca.....	44	1,121	G-J-Sr	10,015	578	1,885.40	1.81	464.41	6	x			
Central.....	25	473				1,215.40							
Elementary.....	19	648				670.00							
Windom.....	45	1,166	G-J-Sr	8,671	536	1,040.79	1.30	1,040.79	6	x			
Central.....	28	533											
Elementary.....	17	633											

1500 and over

Albert Lea.....	155	4,035	G-J-Sr	25,576	2,625	4,747.68	1.27	2,589.09					
Senior High School.....	38	979		5,837	700	1,353.24		969.18	6		x		
Junior High School.....	39	991		6,385	821	1,493.90		608.36	6	x			
Elementary.....	73	2,065		13,354	1,104	1,900.54		1,010.55	6			x	
Alexandria.....	86	2,235	G-J-Sr	10,857	1,582	2,458.11	1.10	1,425.10					
Junior and Senior High School.....	52	1,127		5,320	683	1,083.67		905.56	6	x			
Elementary.....	34	1,098		5,527	899	1,374.44		519.54	6	x			
Anoka.....	152	5,006	U-G-J-Sr	15,688	2,116	7,275.19	1.72	2,592.92					
Junior and Senior High School.....	55	1,810		5,229	594	4,871.57		2,410.44	6			x	
Elementary.....	97	3,196		10,459	1,522	2,403.62		182.49	6	2			
Austin.....	223	5,958	U-G-AV-J-S	26,448	2,462	8,459.11	1.33	4,500.62					
Junior and Senior High School.....	98	2,476		8,353		2,059.11		3,790.62	6	2			
Elementary.....	124	3,482		18,095	2,462	6,400.00		800.00	6	x			
Bemidji.....	93	2,477	G-J-Sr	12,285	1,266	2,741.53	1.08	1,333.17					
Junior and Senior High School.....	57	1,353		6,938	603	1,737.83		941.24	6	x		x	
Elementary.....	36	1,124		5,347	663	1,003.70		391.93					
*Bloomington (10025 Penn Av. S., Mpls. 20).....	115	3,377	G-J-Sr	15,796	3,258	5,837.14	2.15	224.35					
Junior and Senior High School.....	41	1,031		11,517	1,877	3,315.13		224.35	6	x			
Elementary.....	74	2,346		4,279	1,381	2,522.01			6	x			
Brainerd.....	143	3,599	G-J-F	21,024	1,814	3,696.12	1.08	669.84					
High School.....	32	923		5,887	291	732.66		313.79	6	x			
Junior High School.....	35	697		3,740	204	938.26		335.05	6	x			
Elementary.....	67	1,879		11,397	1,319	1,980.20			1			x	
Chisholm.....	93	1,904	G-J-Sr	14,607	751	1,524.04	1.31	715.37					
Senior High School.....	21	267		6,480	250	676.90		359.08	6	x			
Junior High School.....	23	375		5,261	213	387.50		256.51	6		x		
Elementary.....	48	1,262		2,966	288	459.64		99.78					
Cloquet.....	87	2,244	G-J-Sr	13,590	1,541	2,827.76	1.28	448.64	6	x			
Junior and Senior High School.....	39	900		5,366	539	1,279.73		448.64					
Elementary.....	48	1,344		8,224	1,002	1,548.03							

\*Public library giving school library service.

\*County library service received.

## School Enrollment — Continued

1500 and over

TOWN	Personnel		School Classification	Book Stock		Expenditures Library Books		Other	LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vols. Added 1953-54	Amount Spent	Per Pupil Cost		Hours Per Day in Library	Training			
										Major	Minor	Some	None
Coleraine.....	118	2,435	U-G-J-Sr	23,992	1,273	2,072.40	.91	1,352.94	6	x			
Junior and Senior High School.....	48	685		10,155	169	396.47							
Elementary.....	15	383		2,939	221	320.17							
Bovey Elementary and Junior High.....	13	285		2,574	196	344.18							
Olcott Elementary and Junior High.....	12	271		2,733	213	325.12							
Calumet Elementary and Junior High.....	12	308		2,242	156	240.40							
Outlying Elementary	18	506		4,349	318	446.06							
Columbia Heights.....	101	2,975	G-J-Sr	11,412	1,193	2,025.12	.64	299.16	6	x			
Junior and Senior High School.....	51	1,286		4,559	379	791.19		299.16					
Elementary.....	50	1,689		6,853	813	1,233.93							
Crookston.....	61	1,561	U-G-J-Sr	8,316	322	602.70	.39	768.13	6	x			
Detroit Lakes.....	68	1,804	G-J-Sr	9,263	1,329	1,941.74	1.08	899.83	5	x			
Junior and Senior High School.....	40	858		5,866	607								
Elementary.....	28	946		3,397	722								
Edina-Morningside (P.O. Mpls. 10) Junior and Senior High School.....	122	3,497	G-J-Sr	13,849	3,160	5,830.57	1.86	919.56					
Elementary.....	60	1,201		5,573	984	2,403.73		919.56	6	x		x	
Elementary.....	62	2,296		8,276	2,176	3,426.84			6	x			
Ely.....	73	1,611	G-J-Sr	15,643	1,191	2,365.43	1.41	1,059.18	6	x			
Junior and Senior High School.....	39	702		10,621	387								
Elementary.....	34	909		5,022	804								
Eveleth.....	88	1,645	G-J-Sr	20,409	373	746.84	.59	1,381.70	6		x		
Senior High and Junior College.....	23	288		9,307	128	291.49							
Junior High.....	21	339		4,670	78	153.18							
Elementary.....	33	934		6,432	166	302.17							
Fairmont.....	86	2,037	G-J-Sr	16,512	1,420	3,709.63	1.79	644.69					
Junior and Senior High School.....	45	895		7,071	412	1,392.72		571.91	6	x			
Elementary.....	44	1,142		9,441	1,008	2,316.91		72.78	6	x			
Faribault.....	105	2,104	G-J-Sr	9,336	657	1,350.62	.65	1,440.28					
Junior and Senior High School.....	59	1,044		5,142	175	687.00		657.72	6	x			
Elementary.....	46	1,060		4,194	482	663.62		782.56					
Fergus Falls.....	107	2,586	G-J-Sr	12,421	1,721	3,298.59	1.33	1,600.65					
Senior High.....	27	561		3,147	382	924.18		967.51	6	x			
Junior High.....	30	557		1,678	310	641.19		245.63	6	x			
Elementary.....	50	1,467		7,596	1,029	1,733.22		387.51					
Grand Rapids.....	180	4,014	U-G-J-S	28,120	4,683	6,001.30	1.49	1,411.26	6	x			
Senior High.....	33	865		2,938	273	425.96		584.76	6	x			
Junior High.....	39	486		1,710	145	246.44		195.70	2		x		
Elementary.....	96	2,445		19,116	4,154	5,158.43		596.80					
Big Fork.....	12	218		4,356	111	170.47		34.00	2				x
Hibbing.....	226	4,954	U-G-J-Sr	25,333	1,455	2,838.68	.57	916.81					
Central School.....	91	1,276		15,050	739				6	2			
Lincoln Jr. High.....	30	521		4,254	178				6	x			
Elementary.....	105	3,157		6,029	538				6		x		
Hopkins.....	149	3,758	G-J-Sr	21,088	2,519	4,363.31	1.35	1,099.10					
Senior High.....	26	532		4,213	378	835.33		366.58	6	x			
Junior High.....	28	550		3,295	416	796.24		254.11	6	x			
Elementary.....	95	2,676		13,580	1,725	2,731.74		478.41	6		x		
International Falls.....	106	2,597	U-G-J-Sr	8,219	1,172	1,936.91	1.13	408.80	6	x			
Little Falls.....	67	1,631	G-J-Sr	10,552	868	1,629.42	.98	923.72					
High School.....	43	895		6,772	494	961.45		740.72	6	x			
Elementary.....	24	736		3,780	374	667.97		183.00				x	
Mankato.....	137	3,129	G-AV-J-S	19,753	2,034	4,796.06	1.53	1,050.16					
Senior High.....	36	736		5,306	462				6	x			
Franklin Elementary and Junior High.....	32	618		5,102	499				6	x			
Lincoln Elementary and Junior High.....	36	352		1,511	179				6	x			
Elementary.....	33	1,423		7,834	894								

\*Public library giving school library service.

### School Enrollment — Continued

1500 and over

TOWN	Personnel		School Classification	Book Stock		Expenditures			LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vols. Added 1953-54	Amount Spent	Per Pupil Cost	Other	Hours Per Day in Library	Training			
										Major	Minor	Some	None
Minnetonka													
(P.O. Excelsior)...	113	3,070	G-J-Sr	12,723	1,669	3,855.99	1.43	987.74					
High School.....	26	520		2,075	520	1,245.84		302.48	6	x			
Junior High and Elementary.....	31	931		4,070	505	969.49		195.29	4			x	
*Elementary.....	37	1,025		4,289	476	653.17		291.73					
Deephaven.....	19	594		2,289	168	987.49		198.24	2			x	
Montevideo	63	1,633	G-J-Sr		580	1,263.22	.76	566.22					
Junior and Senior High School.....	37	767		3,616	290	758.96		566.22	6	x			
Elementary.....	26	866			290	464.26			2			x	
Moorhead	103	2,473	G-J-Sr	16,167	1,182	2,367.08	.96	627.08					
Senior High.....	25	498		4,662	239				6	x			
Junior High.....	27	595		2,025	254				6			x	
Elementary.....	51	1,380		8,577	689				6			x	
*Mound	69	1,903	G-J-Sr	9,447	1,172	2,178.21	1.22	1,762.56	6	x			
Junior and Senior High School.....	34	1,132		7,715	311	878.21		869.69					
Elementary.....	35	771		1,732	861	1,300.00		892.87					
Mounds View (P.O. New Brighton)	75	2,303	G	3,225	335	645.00	.28	105.00	2			x	
Naahwauk-Keewatin	74	1,424	U-G-J-Sr	27,718	1,108	1,241.84	1.09	875.67					
*Keewatin.....		469		13,547	376	240.48		447.02	6	x			
Naahwauk.....		952		14,171	732	1,001.36		428.65	6		x		
Northfield	85	1,973	U-G-J-S	12,870	823	1,331.01	.70	1,170.23	6	x			
Junior and Senior High School.....	42	831		5,701	357	716.39		627.73					
Elementary.....	43	1,142		7,169	466	614.62		542.50					
North St. Paul	92	2,742		13,629	2,212	6,261.07	2.92	1,786.09	6	x			
Junior and Senior High.....	39	932		8,939	1,019	4,576.00							
Elementary.....	53	1,810		4,691	1,193	1,685.07							
Owatonna	90	2,121	G-J-Sr	10,170	1,268	2,478.27	1.16	1,382.75	6	x			
Junior and Senior High School.....	50	1,069		6,544	791	1,478.27		717.75					
Elementary.....	40	1,052		3,636	477	1,000.00		665.00					
Pipestone	64	1,522	G-J-Sr	10,246	419	950.82	.62	343.99	6	x			
Proctor	65	1,591		17,886	581	1,740.59	1.15	828.35	6	x			
High School.....		635		12,083	92	1,077.34							
Junior High & Ele.....		533		2,557	150								
Elementary.....		423		2,246	339	663.25							
Red Wing	85	1,835	G-J-Sr	12,203	1,094	2,048.14	1.14	856.71					
Junior and Senior High School.....	50	830		5,805	515	1,189.94			6	x			
Elementary.....	35	1,005		6,398	579	858.20		2,563.85					
Richfield	177	5,843	G-J	10,515	1,362	3,648.44	.87	1,956.50	6	x			
Junior High.....	41	914		4,015	526	1,135.38		577.35					
Elementary.....	136	4,929		6,500	836	2,513.06		1,054.94					
Robbinsdale	215	7,592	G-J-Sr	19,611	2,632	7,422.27	.87	454.36	6			x	
High School.....	34	930		4,298	206	571.41		482.54	6			x	
Junior High.....	33	1,220		2,425	623	1,364.88		118.04	6		x		
Elementary.....	130	5,442		12,898	1,803	5,485.98		2,895.70	6	x			
Rochester	213	5,057	G-J-S	45,489	3,558	5,801.43	1.20	574.75	6	x			
Senior High.....	49	1,085		7,652	421	1,317.75		670.66	6	x			
Junior High.....	52	1,113		7,596	950	1,507.30		1,650.29	6	2			
Elementary.....	112	2,859		30,241	2,187	2,976.38							
Roseville (P.O. 1261 Highway 36, St. Paul 13)	138	3,899	G-J-Sr	4,706	2,783	8,338.06	2.58	2,184.79					
Alexander Ramsey High.....	59	1,328		3,127	2,431	5,300.19		2,120.39	6	2	x		
*Elementary.....	79	2,571		1,579	352	3,027.87		64.40					
St. Cloud	128	2,994	G-AV-J-Sr	19,447	1,566	1,664.68	1.09	1,359.92					
High School.....	40	797		8,061	510	943.46		578.12	6	x			
Junior High.....	36	641		3,242	240	520.64		301.08	6	x			
Elementary.....	52	1,556		8,144	816	2,006.58		450.72					
*St. Louis Park	218	7,088	G-J-Sr	14,875	4,054	7,632.92	1.00	931.19					
Junior and Senior High School.....	72	1,938		11,040	669	1,632.92		931.19	6	x			
Elementary.....	146	5,150		3,835	3,385	6,000.00			6	x			
South St. Paul	148	3,953	G-J-Sr	23,190	1,487	2,295.16	.85	1,510.29	6	x			
Senior High.....	30	654		9,478	252							x	
Junior High.....	38	843		1,714	428				6				
Elementary.....	80	2,456		11,998	807								

\*School library giving public library service.

\*County library service received.

## School Enrollment — Continued

1500 and over

TOWN	Personnel		School Classification	Book Stock		Expenditures Library Books		Other	LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vols. Added 1953-54	Amount Spent	Per Pupil Cost		Hours Per Day in Library	Major	Minor	Some	None
Stillwater.....	86	1,925	G-J-Sr	8,988	1,150	2,103.17	1.04	1,120.88					
Senior High.....	30	627		3,384	299	616.72		666.22	6	x			
Junior High.....	29	582		2,240	394	783.54		335.00	6	x			
Elementary.....	27	889		3,384	457	702.91		119.66					
Thief River Falls.....	77	2,041	G-AV-J-Sr	11,179	1,325	3,877.68	1.75	605.97	6	x			
Junior and Senior High School.....	43	919		4,086	511	2,459.74		605.97					
Elementary.....	34	1,122		7,093	814	1,417.94							
Two Harbors.....	76	2,222	U-G-J-Sr	12,933	2,710	2,605.30	1.17	718.22	6	x			
Junior and Senior High and Ele.....	65	1,883		11,482	1,710								
Johnson Elementary.....	9	339		1,450	1,000								
Virginia.....	122	2,582	G-J-Sr	11,348	506	1,269.09	1.27	260.41					
Senior High.....	28	459		9,094	309	711.82		260.41	6	x			
Junior High.....	32	564		2,254	197	557.27			2			x	
Elementary.....	62	1,559											
Wayzata.....	76	2,120	G-J-Sr	9,144	1,599	2,984.48	1.44	730.74					
Junior and Senior High School.....	31	706		4,606	545	1,003.00		445.45	6	x			
Elementary.....	45	1,414		4,538	1,084	1,891.48		294.29	6	x			
West St. Paul (P.O. Riverview Station, St. Paul)	88	2,286	U-G-D-J	10,637	1,208	3,010.75	1.98	1,503.78					
Senior High.....	19	363		6,622	357	1,421.79		457.11	3	x			
Junior High and Elementary.....	34	724		1,291	578	1,147.47		979.77	6	x			
Elementary.....	35	1,209		2,724	273	441.49		66.90					
White Bear Lake.....	90	2,995	U-G-J-Sr	9,485	1,428	4,020.26	1.34	2,200.32	6	x			
Willmar.....	94	2,737	G-J-Sr	10,163	908	1,845.30	.67	861.18	6	x			
Junior and Senior High School.....	51	1,220		5,641	416								
Elementary.....	43	1,517		4,522	492								
Winona.....	154	3,318	G-AV-J-Sr	23,038	2,007	2,899.84	.95	1,956.70					
Senior High.....	43	759		5,065	400	811.96		414.80	6	x			
Central Junior High.....	23	359		3,095	163	376.98		192.60	3			x	
Washington Ele. and Junior High.....	24	529		4,856	369	463.97		237.02	6	x			
Jefferson Ele. and Junior High.....	26	612		3,767	479	521.97		266.65	6		x		
Elementary Schools.....	38	1,011		6,255	596	724.96		845.63					
Worthington.....	77	1,981	G-J-Sr	14,597	1,303	2,028.31	1.02	712.20					
Junior and Senior High School.....	43	958		7,253	611	1,033.36		509.69	6	x			
Elementary.....	34	1,023		7,344	692	994.95		202.51	6	x			

## Cities of the First Class

Duluth.....	699	18,323	G-AV-J-Sr										
Jr. & Sr. High Schools	319	6,921		39,056	2,434	6,055.43	.87	2,629.27					
Central Senior.....	57	1,165		11,154	427	747.72	.47	697.67	6	x			
Denfeld Senior.....	52	1,022		6,181	368	869.90	.85	465.43	6	x			
East Jr. & Sr.....	57	1,407		5,936	420	860.20	.61	533.61	6	x			
Lincoln Jr.....	32	701		4,239	289	675.00	.96	196.61	6	x			
Morgan Park Ele., Jr. & Sr.....	25	506		3,864	377	553.11	1.09	59.57					
Stowe Ele. & Jr.....	22			2,499	173	451.88	.84	150.00	4			x	
Washington Junior	53	1,302				1,165.52	.90	420.60	6	x			
West Junior.....	33	761		5,183	380	732.10	.96	105.77	6	x			
Elementary Schools.....	380	11,402		34,728	3,681	7,125.11	.66						
Minneapolis.....	2,349	71,883	G-V-F-J-Sr										
Junior High Schools	469	11,075		82,143	5,726	8,030.02	.72	4,254.86					
Bryant.....	42	945		6,632	395	906.76	.96	507.40	6	x			
Folwell.....	41	931		6,016	356	656.44	.70	320.39	6	x			
Franklin.....	28	514		3,819	256	357.64	.69	382.17	6	x			
Jefferson.....	42	1,043		5,347	359	773.00	.74	619.75	6	x			
Jordan.....	52	1,298		12,438	260	568.02	.43	92.10	6	x			
Lincoln.....	41	1,019		6,553	331	746.61	.73	230.76	6	x			
Nokomis.....	38	913		5,285	352	578.92	.63	603.56	6	x			
Phillips.....	45	1,109		5,442	365	629.08	.56	461.45	6	x			
Ramsey.....	62	1,593		9,257	855	1,408.04	.88	541.32	6	x			
Sanford.....	35	821		6,198	478	860.51	1.04	346.16	6	x			
Sheridan.....	43	889		15,046	1,719	545.00	.61	149.80	6	x			



## School Enrollment — Continued

## Cities of the First Class

TOWN	Personnel		School Classification	Book Stock		Expenditures Library Books			LIBRARIAN				
	Number of Teachers	Number of Pupils		Total No. of Volumes	Vols. Added 1953-54	Amount Spent	Per Pupil Cost	Other	Hours Per Day in Library	Training			
Senior High Schools..	694	15,927		188,262	8,583	11,215.06	.74	6,052.51					
Central.....	44	1,020		13,793	291	919.30	.70	262.82	6	2			
Edison.....	83	2,077		19,831	656	1,009.05	.48	633.25	6	2			
Henry.....	64	1,621		7,302	634	1,259.06	.77	329.01	6	x			
Marshall.....	64	1,413		10,870	778	1,331.37	.94	906.32	6	x			
North.....	69	1,785		10,656	419	921.04	.51	706.07	6	2			
Roosevelt.....	78	1,783		41,008	839	663.54	.37	685.05	6	2			
South.....	65	1,595		13,234	382	882.31	.55	689.41	6	2			
Southwest.....	34	721		7,340	221	479.99	.66	773.64	6	x			
Washburn.....	59	1,264		15,862	416	1,449.41	1.15	456.19	6	2			
West.....	35	764		11,101	458	1,028.79	1.34	610.74	6	x	x		
Vocational.....	99	1,884		37,265	3,489	1,471.20	.78		6			x	
Elementary Schools..	1,186	44,881		109,078	10,865	17,832.39	.49	10,417.09					
Board of Education— Director of Libraries —and Two Assistants	in charge of elementary school libraries.....								6	3			
St. Paul.....	1,437	40,470	G-AV-F-J-Sr										
Junior and Senior High Schools....	562	12,892		85,689	4,252	9,973.50	.82	6,381.50*					
Ames Junior High.....	18	318		2,583	194	339.32	1.06	656.79	6	x			
Central High.....	73	1,881		19,252	598	1,992.80	1.06	510.30	6	x			
Cleveland Jr. High.....	40	812		4,348	194	356.00	.44	219.00	6	x			
Harding High.....	46	1,133		7,954	422	979.85	.86	484.84	6	x			
Humboldt High.....	33	707		6,646	188	388.90	.55	525.66	6	x			
Johnson Sr. High.....	43	1,144		8,665	315	940.00	.82	530.00	6	x			
Marshall Jr. High.....	37	827		4,306	714	1,026.01	1.24	1,398.57	6	x			
Mechanic Arts High.....	56	1,314		8,178	310	779.18	.59	361.11	6	x			
Monroe High.....	41	1,000		3,819	226	530.59	.53	462.10	6	x			
Murray Jr. and Sr. High.....	39	987		4,558	147	630.22	.64	424.23	6	x			
Roosevelt Jr. High.....	23	443		3,458	226	373.02	.84	171.95	6	x			
Washington High.....	36	856		7,229	478	963.11	1.13	376.70	6	x			
Wilson.....	38	892		4,693	240	592.15	.66	335.60	6	x			
Elementary Schools..	875	27,578				3,142.70	.11						

\*Includes resource funds used for classroom materials.

## Summary

SCHOOLS	School Districts	Pupils	Book Expenditure		LIBRARIANS								
			Total	Average per Pupil	Number	Training				Service			
						Major	Minor	Some	None	Full	Half	Less than Half	None
Less than 200 pupils..	57	10,168	11,824.45	1.16	47	0	2	15	30	0	0	47	10
200-499.....	216	75,317	94,498.05	1.25	216	0	21	95	98	0	62	164	4
500-999.....	123	83,966	95,745.50	1.02	124	12	22	67	23	18	82	3	0
1,000-1,499.....	34	39,868	46,111.54	1.15	37	15	12	6	3	29	7	1	0
1,500 & Over.....	54	159,135	175,035.37	1.10	98	77	13	12	1	87	3	8	0
First Class Cities....	3	130,676	63,373.51	.48	52	49	1	2	0	51	1	0	0

## The School Librarians of Minnesota Meet in Minneapolis

Two hundred school librarians renewed acquaintances at luncheon Friday, October 22, at the Red Owl Auditorium in Hopkins. Karlotte Thompson, Central High School, Minneapolis, and Gladys Larson, Junior High School, Hopkins, reminded the group of the advantages of membership in Minnesota Association of School Librarians and American Association of School Librarians. Pleasant memories of the camp conference of September 1953 at Madden's Lodge came to mind, as did the last week of June 1954 when Minnesota school librarians entertained A.A.S.L. members and other A.L.A. visitors with meetings, meals, discussion groups, and a heat wave.

Jane Strebel, School Library Consultant, Minneapolis Board of Education, reported as chairman of the Blanche Thompson Scholarship Fund Committee. Two scholarships of \$250 each have been established and are listed with the Greater University Fund of the University of Minnesota to be awarded to persons in training for school librarianship. A pleasant surprise included in this report was the introduction of the first recipient of the scholarship, Rose Marie Service.

The speaker, Mrs. Dorothy Jacobson of Macalester College, had chosen a rather imposing title for her speech: *Books, Bombs and Libraries*. It is not important, she said, that the victims of an atomic bomb understand the concept of nuclear fission. It is really unnecessary, too, for a patient to understand *how* he was healed by a wonderful new medicine. It is, however, essential that Americans understand the basic concepts of democracy. Mrs. Jacobson warned that developing this understanding is sometimes a slow process. However, school librarians were pleased and inspired to learn the importance she placed on books and libraries in this process. She reminded the group that we are dealing with the materials which have the stimulating ideas so necessary to the strong and understanding citizens of state, nation and world.

After the luncheon meeting the school librarians adjourned to Harley Hopkins School and enjoyed the pleasant surroundings in which Jeannette Benson, the librarian, welcomed the group. Mr. W. J. Scott,

Principal of Harley Hopkins School, delivered a welcome on behalf of the Hopkins School System and presented a very gratifying tribute to school libraries.

The biennial business meeting opened with reports from Marion L. Welken, Junior High School, Austin, Secretary and Marvel Wooldrik, State Teachers College, Moorhead, Treasurer.

Gertrude Hartung, Wilson High School, St. Paul, presented for adoption constitutional revisions which clarified the membership of the Executive Board and stated the method of filling vacancies in Division offices.

Margaret Hobart, president, reported on association activities of the past two years. Then she called on Estelle Johnson, School Librarian, Mound, to report on the publication of the bibliography prepared to accompany the Minnesota Elementary Social Studies Curriculum Guide. Mrs. Emma Duncan, now of Bakersfield, California, was co-chairman of this committee. The bibliographies were on sale at a booth in the Minneapolis Auditorium, where Audrey LaFavor had prepared a display of books loaned to the committee by St. Paul Book and Stationery Company.

Ingrid O. Miller, Edina High School, thanked the many M.A.S.L. members who contributed, generously to make the June 1954 meetings of A.A.S.L. in Minneapolis a success.

Ruth Ersted, State Supervisor of School Libraries, presented the status of school libraries in Minnesota and included a plea for recognizing every opportunity to recruit school librarians.

Lois White, High School Librarian, Brainerd, reported the election of the following officers for the next two years: Naomi E. Hokanson, Alexander Ramsey High School, Roseville, President; Willa Church, Austin High School, Vice President; Audrey LaFavor, North High School, Minneapolis, Secretary; Marjorie Kaus, St. Peter Public Schools, Treasurer.

The meeting was charmingly concluded with a puppet show given by Pat Brown, currently a student in the University of Minnesota Library School.

Ingrid O. Miller, Reporter.

# District Meetings of the Minnesota Library Association, 1954

DAVID R. WATKINS

*President, Minnesota Library Association*

Since the American Library Association met in Minneapolis in June this year, the Minnesota Library Association omitted its annual fall meeting and transferred its district meetings, usually held in the spring, to the fall. The M.L.A. practice of holding district meetings has been a matter of great interest to librarians outside the State; through these meetings the Association and the Library Division of the State Department of Education, which acts as a joint sponsor, attempt to bring a discussion of current library topics and problems to the several areas of the State of Minnesota. The "districts" are not rigidly defined areas; in fact, they have no boundaries at all. They are merely geographical regions in which it is possible to bring together librarians in the surrounding countryside with comparative ease and convenience. Different towns are chosen from year to year as locations for the meetings.

The planning and management of the meetings are the responsibility of the First Vice President of M.L.A. and the State Director of Libraries, Russell Schunk. However, because of the changed schedule, the First Vice President acceded to the title of President at the beginning of the series of meetings, thereby gaining a new responsibility before the old one had been quite discharged. The theme of the meetings was "Adult education: primary responsibility of the public library." Each meeting began with a coffee hour at which the informal character of the gathering was set; this atmosphere of informality then carried over into the other sessions of the day. The morning session was entitled "State Aid and the Legislative Program" and consisted of a report of the Legislative Committee, the report of the Committee on Standards, and a report by Mr. Schunk in his capacity as a member of the Federal Relations Committee of A.L.A. A discussion period followed these reports. There was a special luncheon for those attending each meeting at which shop-talk and visiting were the only items

of business, speeches having been carefully ruled out beforehand.

The afternoon session then took up the theme of adult education in the form of a panel discussion. At four of the meetings Mrs. Lorene Linder, Chief of the Readers' Advisory Services of the Minneapolis Public Library, described the organization and operation of the "60 Over Club," a special library-sponsored organization for older people. At Hibbing Jane Morey spoke in place of Mrs. Linder on the subject of the library's participation in adult education activities through the years. The second member of the panel, also at four meetings, was a local public welfare person who talked about the problems of an aging population, with special emphasis on the implications of these problems for public libraries. At the Hibbing meeting Mrs. Opal Tews, Auxiliary Services Coordinator of the St. Louis County Welfare Board, performed this service; at Bemidji, Paul Gruber, Child Welfare Worker of the Beltrami County Welfare Board; at Litchfield, Kurt Hoehne, Assistant Executive Secretary of the Kandiyohi County Welfare Board; and at Marshall, Mrs. Irene Jacobson, Executive Secretary of the Sibley County Welfare Board. The Owatonna meeting presented, instead of a social welfare person, Floyd Brewer, a Minnesota artist. The library profession was represented on the panel at Hibbing by Mrs. George Kakela, Librarian of the Mountain Iron Public Library; at Bemidji by Russell J. Schunk, State Director of Libraries; at Owatonna and Marshall by Erana Stadler, Librarian of the Owatonna Free Public Library; and at Litchfield by Mary Baker, Librarian of the Stearns County Library and former president of the Association. Discussion followed the three talks on the panel. The program was concluded by the showing of a sound film entitled "How to Conduct a Discussion."

The meetings were held at Hibbing, September 29; Bemidji, October 1; Owatonna, October 6; Litchfield, October 13; and Mar-

shall, October 15. Approximately 65 were in attendance at Hibbing, 25 at Bemidji, 85 at Owatonna, 65 at Litchfield, and 50 at Marshall. Again this year, as in the past, book exhibits were provided by the Library Division and by the St. Paul Book and Stationery Company, and displays were prepared by the libraries acting as hosts. But at some of the meetings this part of the program was strengthened this year by the presence of Olaf Andreen, representing McClurg, and Ray Gordon, representing the American News Company, both with displays of books.

The report of the Legislative Committee was presented by its Chairman, Mr. Lewis, at the Hibbing and Bemidji meetings and by the President at the other three. The Standards Committee Report, which was distributed in mimeographed form, was given by members of the Committee: at Hibbing, Miss Knudson; at Bemidji, Miss Mayne; at Owatonna, Miss Dunn; at Litchfield, Mrs. Lennartson; and at Marshall, Mrs. Leonard.

The attempt to obtain the enactment into law of the M.L.A. state aid for public libraries plan is the major interest of the Association, and the attention of the membership was called to the importance of making contact with their State representatives and senators before the beginning of the Legislative session in January. The Standards Committee report was received with considerable interest since the statement of standards for Minnesota public libraries which the Committee produced is intimately linked up with the state aid program. And apart from that program, it presents a series of goals for Minnesota librarians to work

toward in the strengthening of library service in the State.

Among the highlights of the meetings were the new building at Hibbing and the recently rejuvenated building at Owatonna. The Hibbing building is an impressive modern library which everyone will wish to see. Its new librarian, Carl C. Johnson, formerly a member of the staff of the Topeka Public Library, was on hand to meet the visiting librarians and trustees. The Owatonna Public Library is surely one of the handsomest libraries in the State, setting an excellent example of informal and comfortable arrangement of facilities.

Strengthening library service in Minnesota is a task that should be of concern to every librarian in the State, whether he is in a public library, a school library, an academic library, or a special library. We all belong to the genus *librarian*, and it is difficult to see how a librarian can remain indifferent to the need for providing to all of the people of the State of Minnesota not only books but also all of the services which make up modern library service. The Minnesota Library Association needs workers and a larger corps of members from which its leadership may be recruited. Its many interesting committees are always in need of able people. A trip through Minnesota visiting libraries and librarians, such as I have just made, always impresses me with the magnitude of the job before us. But if such a trip as mine calls one's attention to the weaknesses of our library service, it also shows some oases of strength and a superabundant store of good will among the librarians and trustees. With such a foundation, the future of public library service in Minnesota seems hopeful.

### A Current Look at Minnesota School Libraries

(Continued from page 363)

majors in library science, 138 in 1950-51, and 153 in 1953-54. To the current figures we must also add the 71 librarians who met the minimum standards by holding approved library minors. The total number of qualified librarians last year then comes to 224.

While the number of people with some training—generally nine quarter or six semester credits—has gone down from 214 to

197 in the last three years, many of the librarians who were in this group in 1951 have since taken additional preparation and are now credited with minors.

The number of teachers assigned to the library who are wholly without preparation was 268 in 1947-48, 232 in 1950-51, and 155 in 1953-54. Last year only 27 of these were in schools where the enrollment is over five hundred.



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## *Social Studies Bibliography*

The Minnesota Association of School Librarians has recently prepared and published a bibliography, *Books and Audio-Visual Materials* for use in connection with the elementary school curriculum bulletin, *A Guide for Instruction in the Social Studies* issued by the Minnesota Department of Education. The bibliography is the result of the cooperative efforts of a committee of school librarians and grew out of two earlier lists prepared by Estella Johnson of Mound and Emmer Duncan formerly of St. Peter.

The bibliography is divided into two main parts: a master list of all the printed materials that have been indexed, together with complete bibliographical information and the current prices for each item; a grade arrangement with the materials suggested for each unit, or each group of units, listed together. The materials which have been indexed include books, pamphlets, charts, posters, tapes, films and filmstrips. There are books of information and references to parts of such books. Where stories, poems, plays, or legends are available and useful for specific units they also are included.

Books and Audio-Visual Materials may be obtained from Miss Ellen Jones, Librarian, Minnetonka High School, Excelsior, Minn. The price is \$1.35 including postage. Please address checks or money order to the Minnesota Association of School Librarians.

